

# KNOWING AND USING WORDS

— LEWIS AND HOLMES —



Class PE 1111

Book .L 458

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# KNOWING AND USING WORDS

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ALLYN AND BACON

Boston

New York

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Norwood Press  
J. S. Cushing Co. — Berwick & Smith Co.

LC Control Number



tmp96 027992

## PREFACE

LANGUAGE is the clothing of one's thought. If it is spoken, the quality of the voice, the purity of the vowels, the distinctness of the consonants, all combine to indicate the social and intellectual rank of the speaker. That accuracy which is perfectly easy and natural is an invaluable passport in business and society. Inaccuracy, slovenliness, or studied precision is infallible evidence of lack of culture.

If language is written, it is, as it were, an exhibition of thought on dress parade. The sentences must be easy to understand; their connection and sequence must be natural and clear; their groupings into paragraphs must be logical and helpful in conveying the whole thought. A misspelled word is a dirty fingermark on the mental linen.

In both spoken and written expression the choice of the right word is imperative. The nice distinctions that lend subtle charm can come only from acquaintance with the derivation and connotation of the words themselves and with their infinite variety of relationships in idiomatic literary usage.

The authors of "Knowing and Using Words" have endeavored to make a contribution to the literature of one of the most baffling studies of the American school. The book is not so much a textbook to be

learned as it is a laboratory manual to guide the learner in establishing a method for the mastery of the word-basis of his spoken and written expression.

W. D. L.

M. D. H.

PHILADELPHIA,  
August, 1917.



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## THE BOOK IN THE CLASSROOM

THE authors of "Knowing and Using Words" realize that there will be as many ways of using this laboratory manual as there are teachers who use it. But a word or two of suggestion as to methods which should help to secure the best results may not be amiss.

**Time Allotment.** — Either one of two plans may be adopted: The teacher who has plenty of time to devote to this phase of the subject may work straight through the book from the beginning in leisurely development; the teacher who has, perhaps, but one hour a week for word-study may fit together lessons from the various parts of the book which will make a shorter course of study. The habit of looking into the structure, relation, meaning, and spelling of words is so valuable that the authors believe that the book will be useful for reference throughout the high school course.

**Short Assignments.** — In either case special care should be taken not to dispense the material in too large doses. It will often be desirable to divide a topic into two, three, or even four assignments.

**Sentence Work.** — The book devotes one section definitely to the use of words in sentences. As is frequently suggested elsewhere, these sentence lessons may be interspersed as the teacher wishes among the

word-study lessons. Of course the teacher who has plenty of time will do a large amount of work of this sort, directing the pupils with almost every lesson on word building to make sentences containing those words, or to find examples of the use of the words in the pages of books that they are reading.

**Webster's International Dictionary.** — The authors fully realize that many teachers, from choice or from convenience, will prefer some other dictionary than Webster's International. The object to be attained is not the use of any special dictionary, but the formation of the dictionary habit. In such a book as this, however, some one standard must be adopted, and Webster has been made the standard because of its general accessibility for school use.

**Supplementary Material.** — At various points throughout the book will be found supplementary material, in part word lists, in part paragraphs for interpretation, which are not essential to the development of the thought, but which may be used at the teacher's discretion to give practice in applying the principles learned. The supplementary lessons on pronunciation, for example, may be used from time to time while the student is proceeding with the lessons on word building, to keep fresh the memory of the principles of pronunciation. Several lessons not called supplementary may be omitted if the teacher thinks best, or used only for reference. Part of the supplementary material is in the shape of tables of root-words, suffixes, and prefixes in the form of an appendix. These, of course, are strictly for reference. It may be added that the Latin roots are not presented here as

in any way introductory to a study of Latin, but only as a very essential part of an intelligent knowledge of English.

**History of the English Language.** — If it seems desirable, in connection with section 13, to give a more complete treatment of the growth of the English language, helpful material will be found in the following books :

WYLD : The Growth of English.

KRAPP : Modern English : Its Growth and Present Use.

GREENOUGH & KITTRIDGE : Words and Their Ways in English Speech.

J. M. MEIKELJOHN : A Brief History of the English Language and Literature.

**Spirit and Attitude.** — The statement with which the preface closes cannot be overemphasized. To achieve its purpose, the book must be handled, not as a basis for memory work, as a series of lessons to be learned and recited, but as a laboratory manual suggesting practice work to be done, the doing of which will fix the principles underlying it in the mind of the pupil.





## CHAPTER I

### PRONUNCIATION AND ENUNCIATION

#### 1. DIACRITICAL MARKS AND VOWEL SOUNDS

IMAGINE yourself for a moment a foreigner, looking up in a dictionary the word *daughter*, which you have seen in print but have not heard pronounced. You would naturally pronounce its first syllable just like the word *laugh*, which you have heard spoken; but the dictionary tells you not to. In what way does it tell you? How can a line of print be made to convey a sound? The dictionary does so by means of certain lines and dots which we know as "Diacritical Marks."

The word *diacritical* comes from two Greek words, *dia* meaning *by means of* and *krinein* meaning *to distinguish*; so that the marks are those by means of which we distinguish the sounds of the letters to which they are attached. The following table shows the sounds indicated by some of the diacritical marks which in Webster's International Dictionary accompany the vowels.

LETTER	MARK	PRONUNCIATION	LETTER	MARK	PRONUNCIATION
a	ā	as in fāte	a	â	as in fâre
a	ǣ	as in fǣt	a	ạ	as in fạll
a	ä	as in fäther	a	ã	as in forwãrd
a	ä	as in fäst	a	ă	as in forăge

LETTER	MARK	PRONUNCIATION	LETTER	MARK	PRONUNCIATION
e	ē	as in ēven	o	ó	as in óther
e	ě	as in ěnd	o	ǒ	as in wǒrk
e	ĕ	as in ĕvent	oo	ōō	as in fōōt
e	ĕ	as in ĕrmine	oo	ōō	as in fōōd
i	ī	as in īce	u	ū	as in ūse
i	ĭ	as in ĭll	u	ŭ	as in ŭs
i	ĩ	as in ĭrksome	u	û	as in ûrn
o	ō	as in ōld	u	ŭ	as in hŭmane
o	ǒ	as in ǒdd	u	u	as in rŭde
o	ô	as in ôbey	u	u	as in pŭt
o	ô	as in ôrb	y	ÿ	as in lÿric
o	o	as in wŏlf	y	ÿ	as in whÿ
o	o	as in tŏmb	y	ÿ	as in martÿr

## EXERCISES

1. How many sounds has each vowel, as indicated by the tables above?
2. Find any sounds of *a* that are identical with sounds of *i*, *e*, *o*, or *u*.
3. Find sounds of *e*, *i*, *o*, and *u* that are alike.
4. Like what other vowel sounds are the *y* sounds?
5. Think of three more words to illustrate each of the vowel sounds.

## 2. PRONOUNCING VOWELS AND DIPHTHONGS

Of course, when you have learned the sounds of the vowels in certain words, you should make use of that knowledge by pronouncing the words correctly. But, natural as that seems, the vowels are seldom all pronounced correctly even by a fairly well-educated person. Of all the vowels, *a* receives the most unkind treatment. The *a* in *half* is marked *ä*; the *a* in *past* is

marked *ä*; yet in many localities one usually hears people say "hälf päst three."

If one dares to pronounce these words correctly, and not according to local custom, he is sometimes laughed at for "affectation." Such ridicule only shows the carelessness or ignorance of the person who indulges in it. It should not discourage the seeker after correct speech, for it is not affectation to try to pronounce words according to dictionary guidance.

*A* is not the only letter that is mispronounced; for instance, *u* is often badly treated. Notice that long *u* (*ū*) is not pronounced like *oo* but like *you*. Many people say *blue* and *tune* and *allure* as if they were spelled *bloo*, and *toon*, and *alloor*. And the unfortunate *u* that follows the *t* in *nature* often destroys both itself and its neighbor, for few will stop to say *nātyūre* instead of *nātcher*.

Not only should one be careful to sound the vowels correctly, but he should also watch the diphthongs. Notice especially the sounds of the diphthongs following:

*Ou*, in such words as *house*, has the sound of *ow*, not of *eow* or *aow*. Do not say *heouse* or *haouse*. You should also watch carefully that you do not insert an *a* or an *e* in words spelt with *ow*; do not say *daown* *taown*.

*Au*, in many such words as *aunt*, *laugh*, *haunt*, is sounded like *ä*. Do not say *änt*, *läff*, *hänt*, or *hawnt*.

*Ew*, in such words as *dew* and *new*, is sounded like *you*. Do not say *doo* and *noo*.

## EXERCISES

1. Pronounce correctly, according to the marks given, the vowel and diphthong sounds in the following words; noting that in this list of words italics are used to indicate silent letters.

ăccŭrâte	laundry (au = ä)	shône
bicŷcle	heărth	tômâtô <i>or</i> tômâtô
coupon (ou = oo)	cătch (not ketch)	slough (ou = ow)
gaunt (au = ä)	cellăr (not sullen)	wēapon
călf	daunt (au = ä)	căn't
been (ee = i)	dóth	hălf
děaf	hěrôïne	vîrîle
dîrect	lîtêrâtŭre	clăss
drămă	nătional	ăltêrnâte
fěrtile	faucet (au = aw)	newspaper (ew = ū)
gěnŭïne	găpe	grăss
because (au = aw)	saucy (au = aw)	ăfternoon
	prêlŭde	

In practicing the correct pronunciation of these words, do you recognize cases where your own customary pronunciation or the one you most frequently hear is faulty? Be ready to report on such discoveries.

2. Make a list of words that you habitually mispronounce. Call it your "Never-Again List."

## 3. THE DICTIONARY KEY

In order that you may be at once familiar with the way in which the dictionary shows how to pronounce words, the following words are here reproduced exactly as they appear in Webster's International Dictionary. At the foot of the opposite page is the key to pronunciation as you will find it at the bottom of

every page of that work. Pronounce the words, by consulting the key.<sup>1</sup> Italicized letters are called neutral or *obscure*.

artificial (är'ti-fish'äl)	advantage (äd-vän'täj)
capable (kā'pā-b'l)	resolution (rēz'ō-lū'shŭn)
homeopathic (hō'mē-ō-pāth'ik)	roof (rōōf)
mountainous (moun'ti-nŭs)	behold (bē-höld')
precedent (prēs'ē-dēnt)	extraordinary (ēks-trōr'dī-nā-rī)
centennial (sēn-tēn'ī-äl)	rather (rā'thēr)
scūlp'tōr (skulp'ter)	donkey (dōn'kī)
troublesome (trüb'l-sŭm)	apparatus (äp'ā-rā'tŭs)
duty (dū'ti)	was (wōz)
promise (prōm'is)	bouquet (bōō-kā')
betrothed (bē-trōthd')	laboratory (lāb'ō-rā-tō'rī)
zoölogy (zō-ōl'ō-jī)	conspiracy (kōn-spīr'ā-sī)
bronchitis (brōn-kī'tis)	author (ō'thēr)
cruel (crōō'ēl)	lenient (lē'nī-ēnt or lēn'yēnt)
reptile (rēp'til)	pathos (pā'thōs)
stupid (stū'pīd)	patriotic (pā'trī-ōt'ik)
avenue (äv'ē-nū)	coffee (kōf'ī)
laugh (läf)	profile (prō'fil or prō'fēl)
command (kō-mānd')	charade (shā-rād')
psalm (sām)	docile (dōs'īl)

#### 4. ACCENT AND ENUNCIATION

You may give exactly the right sounds to the letters, and yet not pronounce your words correctly because you do not put the accent in the right place. To pre-

<sup>1</sup> Key : āle, senāte, cāre, ām, āccount, ārm, āsk, sofā ;  
ēve, ēvent, ēnd, recēt, makēr ;  
īce, īll ;  
ōld, ōbey, ōrb, ōdd, sōft, cōnnect ;  
ūse, ūnite, ūrn, ūp, circūs, menī ;  
fōōd, fōōt.

vent such errors, the accent mark appears in the dictionary. For instance, how do you usually pronounce the word *hospitable*? Many people mispronounce it, for they have not noticed that the dictionary puts an accent mark on the *first* syllable — *hos'pitable*!

There is still a third error in the speaking of words, which is a matter not of wrong pronunciation but of wrong *enunciation*. This mistake is made by the person who knows the sounds the letters ought to have, and thinks he is giving those sounds, but who does not use his tongue and lips and teeth so as to form those sounds distinctly. Perhaps he talks through his nose or down in his throat or runs his words together in a disagreeable fashion.

This is the kind of person who clips off his *g*'s at the ends of words, and who tells you that he "doesn' like to study Ladun a-tall," or that his father says he'll "haftu stay in school, but he isn't gunta" or "gona." The dictionary will help toward right pronunciation, but only care and pains on the part of the speaker can make for right enunciation.\* Nothing more clearly marks the person of cultivation and refinement than good enunciation.

#### EXERCISES

1. Look up the accent of the following words and pronounce them correctly. It will help you to remember them if you write the words and mark their accents.

advertisement	illustration	inquiry	influence
despicable	chastisement	interesting	gondola
illustrate	theatre	legislature	idea

recess	pianist	mischievous	infamous
address	formidable	detail	mustache
ally	condolence	romance	superfluous

2. Practice the clear enunciation of the consonants and syllables in the following words and phrases.

volume	immediate	seeing	I ought to have
column	perspiration	English	gone
Lincoln	pumpkin	partner	let me alone
hanging	moisten	Latin	both of them
courteous	often	villain	not at all
grievous	omelet	really	I kept it just
handkerchief	poem	I used to	the same
clothes	perhaps	I am going to	I would have
twelfth	I don't know	I have to	tried

Can you see what mistakes in spelling might result from lack of care in the enunciation of any of these words? Have you ever made any of these mistakes?

## 5. MISPRONUNCIATION LEADS TO MISSPELLING

Have you ever said, to excuse yourself for mistakes in spelling, "Oh, well, a speller is born, not made"? That is not as true as it is of the poet or the artist. There are various reasons why people spell badly; if you can find the cause of your mistake, you can avoid the mistake by removing the cause. The faulty pronunciation about which we have been studying is one of the causes of bad spelling.

Do you ever misspell a word because you do not hear it correctly? For example, do you speak of your [wrong] "mischievious little brother"? If you do, you are likely to spell the word wrongly, as it appears



here. Do you speak of the [wrong] "athletic association"? Do you say, "The plan [wrong] attracks me"? Write and pronounce each of these wrong words correctly. From these illustrations it is clear that, besides being important in itself, knowing how to pronounce correctly has very important results in helping us to spell correctly.

## EXERCISES

1. The following words are often misspelled because mispronounced. Think how you have heard them spoken. What errors in spelling might result? Find and practice their correct pronunciation, and notice that the spelling indicates the correct sound.

surprise	perhaps	suddenly	squirrel
unusual	government	library	whisper
quarter	laboratory	February	similar
twelfth	buoyant	which	emeralds
tragedy	extraordinary	society	statue

2. Add to your "Never Again List" any of these words that you habitually mispronounce. Note any of them that you have also misspelled because of your mispronunciation, and indicate each such error by a letter *S* beside the word on the list.

## 6. WORDS OFTEN MISPRONOUNCED AND MISSPELLED

The words in each of the following groups are likely to suffer from some one kind of error in pronunciation, and are consequently often misspelled. In the first column you will find the troublesome letters in heavy type; in the second column no such help is provided.



## EXERCISES

1. The following words are often mispronounced because of failure to sound letters that should be sounded. These letters are in heavy type in the first column. Discover for yourself the troublesome letters in the second column, and write the words, underlining those letters. Practice speaking all the words correctly.

usually	artistically
regular	poetry
difference	whisper
calculate	white
temperance	varying
naturally	society
governor	every
superintendent	history
delivery	cruel
miserable	quiet

2. In the following words certain letters (in heavy type in first column) ought to be silent. The mistake is often made of sounding these, or of putting into the words sounds that ought not to be there. Discover in the second column letters that ought to be silent, write the words and underline the letters. Find also words in which you have heard sounds inserted that ought not to be there. Practice speaking all the words.

comma( <b>r</b> )	down town
often	salmon
drown( <b>d</b> )ed	herb
h( <b>a</b> )ow	athletics
almond	persevere
height( <b>h</b> )	soften
umb( <b>e</b> )rella	ideas
sword	suddenly

3. In the following words the consonant sounds (in heavy type) are often given incorrectly or omitted. Discover in the second column what consonants might make trouble.

naturally	except
intellect	Saturday
fact	attract
government	diphthong
perfect	hundred
speaking	subtract
quarter	object
connect	accept
arctic	gentleman
excursion	educate
pumpkin	length
English	depths
expect	strength
anything	recognize

4. In the following words the vowels (in heavy type) are frequently not given their proper value. Find in the second column vowels that are in danger of being slighted. Practice writing and speaking all the words correctly.

mosquito	potatoes
fellow	providence
regular	statement
difference	audience
temperance	reverend
restaurant	judgment
professor	apologize
sacrifice	American
Christmas	educate
justice	foreigner
getting	candidate
composition	animal
office	representative

solemn	definition
sorrow	innocent
introduce	swallow
argument	extra

5. In the following words, vowels (in heavy type) often fail to receive their proper sound. Find in the second column which vowels these are. Practice writing and speaking all the words correctly.

enthusiasm	tuneful
almond	attitude
include	avenue
Italian	picture
piano	juice
rather	occupy
engine	tube
genuine	immediate
gaping	coffee
student	gratitude
can't	tedious
Tuesday	deaf
haunt	suit
chaste	stupid
psalm	docile
pathway	amateur
patent	juvenile
because	produce
sergeant	figure
against	duke
leisure	induce
endure	tutor
launch	glacier

How many of the words on pages 9 to 11 must you add to your "Never Again List"?

## 7. SUPPLEMENTARY WORD LISTS FOR PRONUNCIATION

You will be directed by your teacher as to the use of these lists.

### I .

asphalt	bouquet	conjure (of a
alien	bow (of a boat)	magician)
audacious	bronchitis	conjure (to advise)
awkward	brooch	courteous
aye (meaning <i>yes</i> )	caldron	courtier
aye (meaning <i>al-</i>	cement (noun)	data
<i>ways</i> )	cement (verb)	daub
bade	chamois	decorous
behalf	chic	deficit
ballet	column	depot

### II

desert (verb)	drought	granary
desert (noun)	extempore	grievous
dessert	eyrie	grimy
despicable	falcon	heroine
diamond	feminine	homage
dilate	fertile	hypocrisy
dilemma	finance	immediate
diphthong	formidable	impious
direct	genuine	indictment
docile	gigantic	inaugurate

### III

inquiry	patriotic	rational
international	prelate	really
lava	premature	research
learned (adjective)	prestige	resource

mock	pretence	respite
naïve	pretty	romance
office	quay	route
ordeal	quinine	rout
pageant	rapine	routine

## IV

scenic	thyme	worsted
says	toward	yellow
sergeant	usage	zoölogy
squalor	usurper	perspiration
strategy	valet	height
strategic	valuable	fuel
subtle	vehemently	heinous
suggest	excursion	tiny
suite	version	far
therefore	villain	again
bequeath	yeast	salve

## V

drowned	beginning	whether
chimney	wreaths	whistle
for	pudding	writing
what	reduced	revolt
arithmetic	allow	rations
geography	white	radish
student	house	medieval
something	ground	lichen

## CHAPTER II

### WORDS CONFUSED AND MISUSED

#### 8. WORDS OF SIMILAR SOUND

MISPRONUNCIATION is by no means the only cause that underlies the misspelling of words. Even if you speak with perfect correctness, you cannot be sure that the correct sound will always guide you to spell correctly. Sometimes the sounds of different letters are a good deal alike; for instance, the sound of *g* in the word *congest* could be represented by *j*. Sometimes a word contains letters that are not sounded at all; for instance, *Wednesday*. In the course of our study we shall find ways of answering these questions.

Sometimes, too, there are two or more words with different meanings and different spellings which sound alike. Often two such words of similar sound are exchanged for each other in the spelling. For example, why is it wrong to say, "The vine *clamored* over the porch"? What word was intended? Write a sentence in which *clamored* is used correctly.

In order to be sure which of two similar words to use, you should be able to define each of them. In the course of this study you will often be required to make definitions. These definitions must be fittingly expressed, and one important fact to remember about

their expression is that a *definition must fit the grammatical character of the word defined*. For instance, it is wrong to define the word *courtesy* by saying, "*Courtesy means to be polite*"; you should say, "*Courtesy means politeness.*"

## EXERCISES

1. Answer the following questions in regard to each word in the list of pairs below.

- a. What part of speech is it?
- b. What is its meaning? (Omit in case of prepositions.)
- c. Make a sentence in which it is correctly used.

write	right	through	threw
know	no	aloud	allowed
hour	our	capital	capitol
to	two too	prophet	profit
dying	dyeing	current	currant
desert	dessert	principal	principle
their	there	seams	seems
coarse	course	hear	here
aisles	isles	knight	night

2. As you proceed in these lessons, continue to keep your "Never Again List" up to date.

3. Look at the pairs of words in the following list.

- a. Is this list exactly like the one in Exercise 1?
- b. Do you see what error, aside from a confusion in meaning, might lead one to spell *blew* when he means *blue*? If each word were pronounced exactly right, would one be so likely to confuse its meaning?

c. Apply the questions in Exercise 1 to the words in this list.

which	witch	formally	formerly
lose	loose	customer	costumer
woman	women	liable	libel

where	were	wear	angel	angle
color		collar	advise	advice
whether		weather	receipt	recipe
affect		effect	minute	minuet
quite		quiet	disease	decease
eligible		legible	allusion	illusion
alley		ally	proceed	precede
mourning		morning	purpose	propose

4. *a.* In the following list distinguish between words whose misspelling is due only to confusion in meaning, and those where pronunciation is also involved.

*b.* Apply to the words in this list the questions in Exercise 1, page 15.

council	counsel	wholly	holy	holly
dairy	diary	severe	sever	
prosecute	persecute	reel	real	
compliment	complement	dose	does	
decent	descent	dissent	idle	idol
past	passed	rein	rain	reign
knew	new	accept	except	
stationary	stationery	canon	cannon	canyon
prophecy	prophesy	altar	alter	
choir	quire	ascent	assent	
tear	tare	despatch	dispatch	
practical	practicable	adapt	adopt	

## 9. SENTENCE PRACTICE

Fill each blank in the following sentences with the right word, chosen from the list at the end. The letters at the ends of sentences refer to pairs of words in the list.

1. I am ——— sure that you will find this room a ——— place to rest in (*e*).



2. The thief to whom he — was not able to — the police (*g*).

3. The high wind — all the clouds away and left the sky clear and — (*j*).

4. The tailor showed the — various — from which a stylish suit of — could be made (*b, f*).

5. We always have — kinds of — for breakfast, oatmeal and cornflakes (*h, d*).

6. This gown and — were made by an expert dress-maker and — (*i, b*).

7. Put the vase of — on the — (*a, c*).

8. At night earth puts on her — of darkness (*c*).

9. The applicant has — himself to be — for the position (*l, k*).

10. Have you read the — running in this magazine so that you can — it with me? (*d, n*).

11. The odor of the — the doctor recommended for my rheumatism — me — much that I must throw it away, even if it is a —ful thing to do (*p, n, q, i*).

12. The — on his way to the ship looked back to where the sun — on his little cottage (*r, l*).

13. Every — of her face could be seen in the moonlight (*p*).

14. The seed which the farmer — will some day be — (*q, a*).

15. He has been appointed — sing — in the — (*h, o, s*).

16. She has spoiled a — of paper trying to write a — letter (*s, k*).

17. The — the lawyer gave him was to do a — and ignoble deed (*m, o*).

18. The highest — of the nation must decide what to do with the — who come flocking to our shores (*m, r*).

19. Not only can she — neatly, but she can cook, — (*q, h*).

20. The — of July was the day on which the message of independence was rung — by the Liberty Bell (*t*).

<i>a.</i> flower	flour	<i>k.</i> eligible	legible
<i>b.</i> customer	costumer	<i>l.</i> shown	shone
<i>c.</i> mantel	mantle	<i>m.</i> counsel	council
<i>d.</i> cereal	serial	<i>n.</i> discuss	disgust
<i>e.</i> quite	quiet	<i>o.</i> base	bass
<i>f.</i> clothes	cloths	<i>p.</i> liniment	lineament
<i>g.</i> allude	elude	<i>q.</i> sew	so      sow
<i>h.</i> two	too      to	<i>r.</i> emigrant	immigrant
<i>i.</i> waste	waist	<i>s.</i> choir	quire
<i>j.</i> blew	blue	<i>t.</i> fourth	forth

# 10. SUPPLEMENTARY WORD-LISTS FOR CORRECTING CONFUSION IN MEANING

You will be directed by your teacher as to the use of these lists.

## I

palate	palette	pour	pore
wonder	wander	pray	prey
born	borne	rode	road
cord	chord	rest	wrest
climb	clime	red	read
discussed	disgust	sale	sail
made	maid	steak	stake
mail	male	wrap	rap
meet	meat	earn	urn
plum	plumb	pale	pail

## II

through	though	thorough	guilt	gilt
stare	stair		bury	berry
week	weak		scent	sent      cent

wring	ring	scene	seen	
awl	all	dew	due	
beat	beet	knead	need	
main	mane	pare	pair	pear
hare	hair	lye	lie	
lane	lain	sole	soul	
creak	creek	vain	vane	vein

## III

heir	air	whole	hole
frieze	freeze	piece	peace
aunt	ant	read	reed
bread	bred	hoarse	horse
fare	fair	wrote	rote
steel	steal	strait	straight
ballot	ballad	plane	plain
break	brake	bows	boughs
buy	by	stature	statue

## IV

colonel	kernel	bridal	bridle
some	sum	ceiling	sealing
been	bin	waist	waste
done	dun	ingenious	ingenuous
heard	herd	eminent	imminent
would	wood	edition	addition
raise	rase	canvass	canvas
berth	birth	bare	bear

## CHAPTER III

### THE DERIVATION OF WORDS

#### 11. DICTIONARY PRACTICE

YOU have now seen that, in order to know a word, you must know how to spell and pronounce it and must understand its meaning. You have seen that faulty spelling is often a by-product, sometimes of mispronunciation, sometimes of a confusion of the meanings of words. And you have seen that there is one reliable place to look for meaning and pronunciation — that useful book, the dictionary. Practice in the use of the dictionary means closer acquaintance with familiar words, and introduction to the spelling, meaning, and pronunciation of new ones.

#### EXERCISES (FOR PRACTICE IN USE OF THE DICTIONARY)

1. Find in the dictionary the pronunciation and meaning of each of the following words, and use each in a sentence. When you have done so, get some one to dictate the words, and test your ability to spell them.

economic  
economical  
diagnosis  
environment  
caldron

inopportune  
incongruous  
hypocrisy  
inveigle  
homage

compromise	mediocre
concentrate	heinous
culinary	pecuniary
despicable	enervating
docile	egotist

2. Choose one of the following words and find in the dictionary all the synonyms given as a means of defining it. Look up each of these synonymous words, and add to your list all the additional words given in explanation of it. Look up in the same way the synonyms for each of these additional words. Pursue this process for half an hour, keeping a written list of the words. Be sure that you can pronounce, define, and spell the words. How many of them are new to you? Notice that *one word* looked up in the dictionary was the means of introducing you to a large number of others.

house	answer	look
polite	nice	walk
anger	give	brave
beautiful	interesting	work
say	know	reply

## 12. WORDS WITH STORIES

In Section 8 we spoke of some troublesome words which are often misspelled, and on whose spelling pronunciation and definition throw little light. Can the dictionary give further help in such cases than that of supplying sound and meaning? Let us see, by looking at the paragraph which Webster's New International Dictionary devotes to the word *Wednesday*.

"Wednesday (wěnz'dă; in British usage, especially in the north, also wěd'nz dă), n. [Middle English, *wednesdai*, *wodnesdei*; Anglo-Saxon, *Wodnes daeg*, i.e., Woden's day; from Woden, the highest god of the Teutonic peoples, but identified

with the Roman god Mercury.] The fourth day of the week; the next day after Tuesday."

Notice the order in which the dictionary offers its information; first the spelling, then the pronunciation, next the part of speech, fourth the derivation, and last the meaning. There is a word used in the explanation of the derivation that may puzzle you — *Teutonic*. See what you can find about that in an unabridged dictionary. And if you want to know more about Woden, Brewer's "Dictionary of Phrase and Fable" will help you.

Pronunciation and meaning could not suggest that we should put a *d* in *Wednesday*; but when we have learned that the day is named after a Norse deity called Woden, we are not likely to forget the middle letter of his name. Many of our words have originated in such ways; and the unabridged dictionary tells about these origins, or *derivations*, as they are called. Many a word hard to spell or understand will become clear and easy if you once learn its derivation.

Our language is full of words that have histories which few people stop to think about. For instance, who would suppose that there was anything worth noticing in the derivation of our common little word *king*? Yet Carlyle explains it as being merely an English form of the German *könig*, which comes from the root of the verb *können*, *to be able*. The *könig* or *king* is the *könning* or *canning* man — the man who is able, and who therefore rules his fellowmen.

Again, the metal of which our pennies are made has a name with a history. *Copper* comes from the Greek

word *Kuprios*, meaning of *Cyprus*; and the connection lies in the fact that the island of Cyprus was famous long ago for its copper mines. Our common word *poet* comes from the Greek verb *poieo*, to make; so the poet was originally the man who made something, and the word has been specially applied to the man who makes verses. The term *hypocrite*, which we apply to the person who gains his own ends by pretending to be something that he is not, used to belong to the actor in the Greek theater. The word *tribulation*, a longer name for *trouble*, comes from the Latin word *tribulum*, which meant the flail of the thrasher, which beat out the wheat from the chaff. So the person who suffers tribulation has all the chaff beaten out of his character by the threshing hammer of trouble.

We might go on giving histories of words; but if you are really to find help about the spelling of them from learning their history, it will be better for you to look them up for yourself. The friendly unabridged dictionary will give you much information; and if you have access to a reference library, Brewer's "Dictionary of Phrase and Fable" will tell you more.

## EXERCISE

Find out as far as you can the stories or facts that lie back of the meanings of the following words :

cologne	lynch	alphabet
copper	mackintosh	linen
atlas	dollar	acrobat
canary	boycott	villain
worsted	guillotine	sophomore
tantalize	pompadour	dandelion



phaëton	squirrel	daisy
volcano	witch	cardinal
cereal	cunning	sincere
babel	curfew	hypocrite
lunatic	pope	diamond

Do you think you will ever forget the spelling or meaning of the words whose history you have been able to find?

### 13. OTHER LANGUAGES IN ENGLISH WORDS

Not only have many of our words stories attached to them, but our English language is an interesting one because it represents so many others. If you have studied the history of England, you will know that many different races had a part in making the present English nation. Each of the races had a language of its own, which contributed something to the new language. Celtic and Danish and German and French and Latin and Greek — all went into the great crucible of popular usage and were fused together to make English. So the words we use are many of them a patchwork of pieces from all these early languages. For instance, the German word for *man* is *Mann*. The French word for gentleman is *gentilhomme*. But when the French and German races were mixing in England to form the new English race, they made their word *gentleman* by taking one piece from the French word and one from the German, substituting *Mann* for *homme*. Again, the word *besiege* was made by a mixture of a French root with a German prefix, and the word *guest* is an example of the insertion of a French silent *u* into the Old English word *gest*.



It is such information as this that the dictionary gives under the head of derivation — information that you will find most useful in fixing in your mind the spelling of words.

## EXERCISE

Find out from the unabridged dictionary from what language or languages each of the following words was derived. What abbreviations in the dictionary tell you the source of the word? Make a table of the abbreviations in your dictionary for the various original languages. From what other language did most of the words marked *French* originally come?

wigwam	jubilee	soprano	lad
waltz	mimic	adieu	bungalow
piano	candy	postscript	mosquito
calico	yacht	chess	tulip
potato	Sabbath	snob	ambassador
tea	daisy	telephone	crag
caravan	skeptic	cherub	dairy
maize	czar	physics	rosary

## 14. SUPPLEMENTARY LISTS

(To be used, if desired, for drill in the use of the dictionary. Report on pronunciation, meaning, and derivation of each word: in short, on all the dictionary has to tell about it. Use the words in sentences as your teacher may direct.)

## I

conservative  
enthusiastic  
mediation  
suitable

philanthropist  
radius  
unanimous  
locomotive

## II

revival  
vivacious  
selection  
sovereign

identical  
homicide  
eccentric  
emaciated

automobile	retentive	abandon	edifice
arbitration	obtainable	remedy	fragment
competition	suicide	rigid	notorious
communication	tenacious	conflagration	officiate
ambassador	missionary	circular	simultaneous

## III

crisis	realize
exasperate	universal
vocation	modify
dexterity	ardor
perception	expand
resemble	revolutionize
vigor	consider
mercantile	distinguish
tremendous	promiscuous
stimulate	excessive

## IV

calamity	diminish
achieve	instant
inevitable	industrial
extensive	establishment
depreciate	humanitarian
incredible	ammunition
magnitude	belligerent
conviction	fundamental
profound	culpable
degree	superior

## V

ultimate	essential
avert	civilized
preserve	barbarous
inclination	vital
negligence	incorporate
fallacy	appeal
solitude	element
design	elicit
primary	rustic
essence	penetrate
symbol	miracle
frantic	parable

## VI

dialect	function
culprit	material
populous	anonymous
derive	disclose
deference	spontaneous
indicate	malice
habitual	overt
intellectual	emit
flexible	biography
culture	sincere
monarchy	autocracy
democracy	aristocracy

## CHAPTER IV

### WORD-GROWTH AND WORD-BUILDING: ROOTS AND PREFIXES

#### 15. ROOTS

THE most important part of every word that is made up of several elements is called the *root*. The word *root* as used in this book refers not to the Latin or Greek root in a technical sense, but to the essential part of the word in English.

One root may appear in a great many different words that mean different things. For example, the root *duc-*, from the Latin word *duco*, I lead, appears in *induce*, and *deduce*, and *conductor*, and *education*, and numbers of other words of which you will readily think. Very often to know the root from which a word has grown will prevent one from spelling it wrong. For instance, one of the words most frequently misspelled is *convenient*. Its root is *ven-*, from the Latin *venio*, I come. Can you think of any other words in which the same root appears? Now, if you know that the root in all these words is *ven-*, will you be likely to insert the *i* in *convenient* after the first *e*? That illustrates the way in which a knowledge of derivations increases our ability to spell.

## EXERCISES

1. Discover from the dictionary what are the roots of the following words, and, if possible, the meanings of the roots.

college	attract	oculist	phonograph
collection	peninsula	pastor	submarine
bicycle	petition	remittance	anniversary
postpone	science	liberal	manufacture
invert	immigration	mental	error
report	paternal	literary	circus
composition	domestic	local	valedictory
provide	manual	audience	journey
illiterate	punctual	fragile	neighbor
eligible	century	visible	Thursday
legible	conjunction	Monday	auxiliary
wealth	mayor	Saturday	Friday

2. Below is a list of some of the roots which occur most frequently in English. Write out all the words you can growing from each of them, and be ready to tell their meanings and use them in sentences.

scrib-, scrip-, from the Latin verb *scribo*, *I write*.

mitt-, miss-, from the Latin verb *mitto*, *I send*.

log-, logy-, from the Greek noun *logos*, *a word*.

nom-, nomy-, from the Greek noun *nomos*, *law*.

graph-, from the Greek verb *grapho*, *I write*.

metr-, from the Greek noun *metros*, *a measure*.

philo-, from the Greek verb *phileo*, *I love*.

chron-, from the Greek noun *chronos*, *time*.

auto-, from the Greek word *autos*, *himself*.

magn-, from the Latin word *magnus*, *great*.

cre-, from the Latin verb *credo*, *I believe*.

fer-, from the Latin verb *fero*, *I carry, bear*.

port-, from the Latin verb *porto*, *I carry*.

fac-, fact-, fect-, from the Latin verb *facio*, *I make, do*.

vid-, vis-, from the Latin verb *video*, *I see*.

reg-, from the Latin verb *rego*, *I rule*.

scio-, scie-, from the Latin verb *scio*, *I know*.

tract-, from the Latin verb *traho*, *I draw*.

pos-, pon-, from the Latin verb *pono*, *I put*.

ced-, cess-, cedd-, from the Latin verb *cedo*, *I go, move*.

scend-, from the Latin verb *scando*, *I climb*.

3. The following words are often misspelled because their roots are not known. Find the root of each and its meaning, by consulting the list of root words with their meanings on pages 112 to 118. Think of additional words you can make from the same root.

conscience	miracle	embarrass
convenient	penitentiary	family
finally	library	fascinate
opposite	beneficiary	feminine
opportunity	apologize	gesture
occasionally	repetition	hygiene
prepare	versatile	language
prove	privilege	medicine
auditorium	congested	quarter
separate	decide	sacrifice
imagination	condition	secretary
sophomore	despair	shepherd
laboratory	discreet	usually

## 16. PREFIXES AND SUFFIXES

In looking up the derivations of words in the last few lessons, you will have found that the root is often a small part of a long word. The other syllables are called *prefixes* and *suffixes*, according to their position in relation to the root. The syllable *pre* means *before*, and the root *fig-*, *fix-* is from the Latin word that means

to fasten. So a prefix is a group of letters put or fastened before a root to alter its meaning. The syllable *sub* means *after*; so a suffix is a group of letters fastened after a root to alter its meaning. These various parts, root, prefix, and suffix, that go to make up a word, are called its *component* parts, from a prefix *con* meaning *together* and a root *pon-* meaning *to put*, so that the term means parts *put together*. There is almost no limit to the number of changes you can make in a root by means of prefixes and suffixes. For instance, the root *spect-* comes from the Latin word which means *to look at*. With a prefix we make *respect*; by adding a suffix we have *respectful*; another prefix makes the word *disrespectful*; another suffix may make it *disrespectfully* or *disrespectfulness*. From the same root, by using other prefixes, we may make the words *inspect*, *suspect*, and *prospect*; and by using other suffixes, *spectator*, *spectacles*, and *specter*. Each prefix and each suffix has a peculiar force of its own; thus to know the force of a certain prefix will often keep you from spelling wrong a word in which that syllable occurs. If you know that *ex* means *from* and *ac* means *to*, you will not add the wrong prefix to the root *cap-*, which means *take*, and write "The boy [wrong] excepted the gift." For *ex* plus *cap-* means *to "take from himself,"* which is absurd; while *ac* plus *cap-* means *to "take to himself,"* the meaning we wish to express.

Such a definition as "to take to one's self," for the verb "to accept," gives what we shall refer to as the *literal meaning* of the word, translating exactly into simple words the component parts of the longer word. Thus, the definitions you have just read of the words

*prefix*, *suffix*, and *component* are their literal meanings, giving the exact force of the parts which are built into the words. The literal meaning of the verb *transfer* is *carry across*; of the noun *chronometer* is *a measure of time*. You will find that often an easy way to discover the meaning of the word is to look at the literal meaning of its component parts.

Our next work, then, will be to make a study of the most common prefixes and suffixes, learn their meanings, practice the analyzing of words which contain them, and discover the literal meanings of those words.

There are two kinds of prefixes: those which have only one form that never changes, and those which have a variety of forms. The first kind present few difficulties, so we may group them all together.

#### EXERCISES

Below is a list of words containing most of the simple prefixes.

antecedent	perforate	unhappy
antipathy	deposit	withhold
intermediate	demerit	beside
misuse	postscript	ahead
transport	preface	abolish
superlative	remodel	surface
hypocrite	retract	catalogue
diameter	proclaim	forgive
apology	separate	enact
abstract	sympathy	enforce
circumference	superfine	across

1. By separating the words into their component parts, make a list of the prefixes that appear here, and arrange them alphabetically.



2. Judging from the meanings of the words, which you will look up if necessary, decide what you think is the meaning of each prefix. Some prefixes have more than one meaning. When you have so decided, compare your list of meanings with Table I on pages 105-107.

3. Choose one of these prefixes, and make a list of all the words you can think of beginning with it. Be sure that you can spell every word on your list.

4. Study the words in the following list, noticing how easy it is to confuse one prefix with another. Frequent mistakes arise from the use of *dis* instead of *de*, and from the confusing of *per* with *pre* and *pro*, and of *ante* with *anti*.

**de**-scribe

**de**-stroy

**de**-spise

**de**-scent (cf. **dissent**)

**de**-cease (cf. **disease**)

**per**-spiration

**per**-secute (cf. **prosecute**)

**pur**-sue (not formed with *per*)

**pre**-scription

**pro**-ceed (cf. **precede**)

anticipate

antipathy

antislavery

antiseptic

antidote

anticiimax

but

antetype

antedate

antemeridian (A.M.)

antechamber

antecedent

antepenult

5. The prefixes *for* and *fore* are interesting because they are so much alike. *For* indicates either negation or thoroughness; *fore* means *before*. Study the groups of words below which illustrate this.

forgive

forget

forbid

forlorn

forsake

forbear

forecast

foretell

foresee

foreshadow

forerunner

forefather

forefinger

foretaste

foremost

forethought

forehead

foreman



6. A few remaining prefixes are deserving of attention. Most of those we have studied were originally Latin or Greek prepositions; but a few words which in English are used as prefixes were adverbs or adjectives in Latin or Greek. Study the spelling of the following groups.

<i>mono</i> , meaning <i>one</i>	<i>bene</i> , meaning <i>well</i>	<i>male</i> , meaning <i>ill</i>
monogram	benefit	malice
monologue	benefactor	malefactor
monotonous	benevolent	malevolent
monarchy	beneficent	malign
monoplane	benediction	malediction
	<i>equi</i> , meaning <i>equal</i>	
	equilateral	
	equidistant	
	equivalent	
	equipoise	
	equinox	

7. Do not forget your "Never Again List." Are there any words on it misspelled because you used a wrong prefix?

## 17. SUPPLEMENTARY LISTS OF WORDS WITH SIMPLE PREFIXES

You may use these lists, under your teacher's direction, for practice in analysis of words and use of words in sentences.

### I.

abbreviate	arouse	defend	circumscribe
abnormal	aboard	derision	circumvent
abuse	behind	dejected	circumstance
absent	before	decline	misdeed
abhor	bestir	demand	misfortune
absolute	believe	describe	mislead

apart	deform	destroy	mistake
ashore	decrease	despise	mistrust
alone	debate	descend	misspell
abound	defect	decease	mishap
abroad	deliberate	nonsense	forehead
along	decide	circumnavigate	foresee

## II

antidote	interrogative	retreat	resign
anticipate	interpose	remember	reply
antisuffrage	interfere	reconcile	reject
antiseptic	interview	recommend	revise
antedate	interrupt	recollect	recess
anteroom	intermission	reconstruct	request
antediluvian	intercourse	refer	revert
interval	intercede	refrain	retire
interlude	interjection	refuse	remain
international	repeal	review	regard

## III

permission	professor	prepaid	transfer
persevere	pronoun	premature	transact
peruse	pronounce	preliminary	transpose
permanent	profit	postpone	transcribe
provide	prophet	posterity	transplant
protect	president	superintend	translate
program	prejudice	superfluous	transmission
product	preparation	superstition	surprise
promote	prevent	secede	surpass
promise	preposition	secret	surmount

## CHAPTER V

### WORD-GROWTH AND WORD-BUILDING: EUPHONIC CHANGES

#### 18. EUPHONIC CHANGES; *ad*

THE most frequent spelling errors that arise in derivative words, as we call words made in this way by a putting together of various pieces, are in the use of the eight prefixes that remain to be studied. The first of them is *ad*, usually meaning *at* or *to*. Now, if we put *ad* before the root *mir*-, meaning *to wonder*, we have no difficulty in saying the resulting word *admire*, for *d* and *m* can easily be pronounced together. But when we try to put *ad* before the root *tend*, our tongues refuse to say *adtend*, and the *d* turns into a *t*. The same thing happens to the *d* of *ad* before the letters *b*, *c*, *g*, *p*, *s*, *l*, *n*, *f*, and *r*; in each case the *d* becomes the double of the letter that follows it. Such a change as this is made, we say, for the sake of euphony; that is, to make the word sound (*phoneo*) well (*eu*). These changes happened so continually while the language was in the making that it is not always easy to see what were the original parts of the word.

Do not try to remember lists of letters like those given above. If you understand the reason for the change, you are not likely to misspell the words.

Now what happens when the poor speller uses the word *attend*, for instance? He does not know that the root began with a *t* and that the *prefix* ended with a *d*. He does not know that the impossible combination *dt* has been changed to a double *t*; so he tries to make one *t* do the work of both *d* and *t*. Do you see how a very little knowledge of word-building can keep you from writing *atend* for *attend*?

## EXERCISE

Combine the prefix *ad* with the following roots, making any necessary euphonic changes. Be sure that you can use each word in a sentence.

-dress	-fect	-cident
-cept	-lude	-prehend
-preciate	-nounce	-petite
-tach	-pear	-rive
-here	-sent	-paratus
-scent	-scend	-quire
-join	-point	-tract
-mit	-complish	-proach
-count	-vertise	-cuse
-jective	-flict	-plication
-vise	-grieve	-tempt
-sert	-company	-commodate
-sist	-prove	-tend

19. EUPHONIC CHANGES; *DIS* AND *MIS*

The prefix *dis*, usually meaning *apart* or *not*, is sometimes the cause of spelling errors, even when its last letter is unchanged. The poor speller puts it before the word *satisfy*, and forgetting that the prefix ends in one *s* and the root begins with another *s*, he tries to make

one *s* do duty for both. Having been corrected for that error, he tries to use the prefix before the word *appear*, and remembering that when he used *dis* before he had to write a double *s*, he duly puts two *s*'s in *disappear*. Now if you know that the prefix ends in one *s* and the root begins with a vowel, you cannot make such a mistake. The same rule holds good for the prefix *mis*; *mis* and *dis* retain the *s* before an *s* in the root, and do not double it before a vowel. *Dis* undergoes a euphonic change to *dif* before the letter *f*, while in some cases it is shortened to *di*.

## EXERCISES

1. Combine the prefix *dis* with the following roots, making any euphonic changes necessary.

2. In which of the words does the prefix have the meaning *apart* or *from*? In which does it have a negative force? Discover the literal meaning of each word, and use it in a sentence.

3. Which words contain a double letter at the junction of prefix and root? What is the usual reason for this double letter?

-connect	-ease	-play
-vert	-courage	-fuse
-fident	-creet	-able
-sipate	-cuss	-aster
-charge	-tinct	-perse
-sect	-gress	-trust
-cover	-ficult	-sturb
-agree	-approve	-stance
-appoint	-appear	-vide
-sent	-gest	-vorce
-solve	-ferent	-missal

4. Combine the prefix *mis* with the following roots.

-spell            -state            -sent            -say            -spoke

## 20. EUPHONIC CHANGES; *EX* AND *IN*

The prefix *ē* or *ex*, usually meaning *out of* or *from*, makes no difficulty except before the letter *f*. It then becomes *ef*, and we must be careful to keep both the *f* of the prefix and the *f* of the root.

The prefix *in*, usually meaning either *in*, *into*, or *not*, has its *n* changed to *m* before the letter *p*; the *n* is changed to match the first letter of the root before *l*, *m*, and *r*, so that we have here another case of a double letter at a junction.

### EXERCISES

1. Combine *ex* or *in* or, if possible, both, with each of the following roots, making all necessary euphonic changes. As before, define and use all the words.

2. In which of the words which you have made with the prefix *in* does that syllable have the force of *in* or *into*? In which does it have the force of *not*?

3. As before, select and study words with double letters.

-cept	-perience	-face
-aggerate	-finite	-fect
-haust	-fluence	-fort
-press	-habit	-port
-clude	-hibit	-loquent
-terior	-nocent	-lapse
-cel	-telligent	-mune
-claim	-migrant	-reverent
-plain	-rational	-literate
-sist	-regular	-dict
-lect	-ject	-moral

-legible	-lumine	-lustrate
-plore	-pel	-spect
-pose	-rupt	-mediate
-possible	-mortal	-patient

## 21. EUPHONIC CHANGES; *COM* AND *SUB*

The prefix *com*, from the Latin *cum*, meaning *with* or *together*, appears in several forms.

1. Consult the dictionary to find three words in which *com* precedes each of the letters, *b*, *m*, and *p*. Why is the prefix not changed?

2. What change would you expect before *l* and *r*? Why?

3. What change would you expect before *n*?

4. Find a word in which *com* appears before each of five other consonants.

The prefix *sub*, meaning *under* or *after*, has its final *b* changed to match the first letter of the root before *c*, *f*, *g*, *p*, and *r*. This is true also of the prefix *ob*, meaning *against* or *in front of*.

## EXERCISE

1. Combine *com*, *sub*, or *ob*, or, if possible, all three, with each of the following roots, making all necessary euphonic changes.

2. Define all the words, and study especially the spelling of those with double letters at the junction of prefix and root.

-press	-nect	-plex	-struct
-ceed	-mand	-fess	-cur
-cede	-here	-stant	-ject
-fer	-rupt	-demn	-ponent
-gest	-lide	-spiracy	-posite



-port	-respond	-tinent	-ordinate
-mence	-lect	-fix	-fice
-mit	-mercial	-pose	-ply
-clude	-merge	-urb	-modity
-pare	-pete	-scribe	-fuse
-tract	-bine	-spect	-pend

Notice that there is another suffix, *sur*, a form of *super*, meaning *over*, which undergoes no euphonic change, but which may easily be mistaken for a form of *sub* and be made to follow the rule for euphonic changes of *sub*. Thus the word *surprise* is often misspelled by people who write it as if it were a combination of *sub* and *prise*. Of course in that case the *b* would change to *p*, and the word would have two *p*'s. Study the words in the following list, which are all made with the simple prefix *sur*.

surprise	surrender
surmise	surplus
surfeit	survive
surmount	surround
surpass	survey

## 22. REVIEW

In each word in the following list separate the prefix from the rest of the word, noticing and explaining all euphonic changes.

supersede	commemorate	summon
disrespect	recollect	suffuse
misunderstand	accomplish	elaborate
educate	assault	ellipse
disappear	aggregate	supply
define	commotion	diffuse
benevolent	incorrect	irresponsible
extravagant	immanent	impression
oblige	opportunity	offense



## CHAPTER VI

### WORD-GROWTH AND WORD-BUILDING: SUFFIXES

#### 23. SUFFIXES

SUFFIXES do not change the meaning of a word so often as they change it from one part of speech to another. You are familiar with the suffix *-ly*, the sign of the adverb; with the suffix *-ing*, which forms the present participle; and with *-er* and *-est*, the signs of the comparative and superlative degrees. The following list of words contains most of the common suffixes, which are indicated by heavy type. Make a list of them, by detaching them from the roots, and try to determine what part of speech each indicates. Compare your list, when made, with Table III on pages 109-111.

confident	notify	audience
occasionally	organist	independent
similar	goddess	ceremony
probable	religious	thoughtful
municipal	practical	golden
elevator	courteous	tiresome
abundance	appearance	opinion
grammar	tendency	literature
advertise	eminence	hardship
business	physician	robbery

verdant	occupancy	conqueror
livelihood	atheism	gratitude
westward	straighten	development

24. SUFFIXES (*continued*)

## EXERCISES

Follow directions given for changing the following words into other words by means of adding suffixes.

1. From the following words make nouns, by adding noun suffixes :

judge	suggest	patriot	cruel
vary	weary	poet	marry
appoint	real	just	attach
lively	refuse	local	assist
lovely	solemn	critic	attend
busy	penitent	govern	account
court	art	fellow	compare
sincere	press	argue	compete
separate	prophet	arrive	opportune

2. From the following words make adjectives, by adding adjective suffixes :

court	snob	defect	drama
practice	science	oppose	mystery
artifice	sympathy	malice	attend
use	suburb	fortune	account
weary	tune	critic	compare
romance	finance	grief	compete

3. From the following words make verbs, by adding verb suffixes :

soft	critic	apology
prophet	alien	horror
sympathy	type	real

moral  
strength

very  
emphasis

vaccine  
fort

## 25. CHANGES IN ROOTS

Sometimes the root of a word to which a suffix is added undergoes a change. A vowel may be altered or dropped out, for the sake of euphony or because the accent in the word moves. Sometimes, too, consonants must make euphonic changes. Notice the changes that take place in the words on the list below.

explain + ation = explanation	receive + tion = reception
hinder + ance = hindrance	maintain + ance = maintenance
fire + y = fiery	proceed + sion = procession
repeat + ition = repetition	prove + able = probable
vain + ity = vanity	brief + ity = brevity
appear + ent = apparent	school + ar = scholar

## EXERCISE

In the following words root changes occur when suffixes are added. Add to each the suffix indicated and make such root change as is needed.

exclaim + ation	merchant + ile
lighten + ing	destroy + tion
remember + ance	redeem + tion
describe + tion	pronounce + tion
four + ty	sober + iety
choose + en	brass + en
generous + ity	incorrect + ible
abound + ance	obey + ience
despair + ate	twelve + th
discreet + tion	resolve + tion
curious + ity	grain + ary

## 26. PARTS OF SPEECH MADE BY SUFFIXES

## EXERCISE

See how many words you can make from each of the following roots by adding different suffixes. What parts of speech can you make from each root? You may add more than one suffix at a time. Write your list.

attract	illustrate
audi-	litera-
descend	liber- (free)
vis-	proceed
art	regul-
critic	secret
colleg-	use
respond	attent-
idol	habit

Mention any changes either of vowel or consonant that you have had to make in adding suffixes to the roots.

## 27. THE SUFFIX BEGINNING WITH A VOWEL

Certain rules must be remembered for the use of suffixes. For instance, the sign of the present participle, *ing*, often makes trouble when it is added to a verb. You write about the *dining-room* with two *n*'s, or you make a *beginning* with one *n*. Let us see what caused these errors.

In the word *din* the *i* is short; a single vowel is always short when it stands at the end of a word before a single consonant. We may make this vowel long by adding at the end of the word an *e*, called "final silent *e*" because it is not sounded. But if we are going to use the suffix *ing* after the word, it serves the pur-

pose of lengthening the *i* just as well as the silent *e* does; we do not need both, so we drop the *e* and write *dining*. Now if we add *ing* to the word *begin* we shall lengthen its *i*; this we do not wish to do, so we double the *n* at the end of the word. This serves to keep the *i* short, for a vowel before two consonants is always short. Such a doubling as this takes place whenever we have a monosyllable (word of one syllable) ending in a single consonant preceded by a single vowel; e.g., *pin*, *pinning*; *run*, *running*. But, you say, *begin* has two syllables. On which one does the accent fall? Every polysyllable (word of two or more syllables) that ends in one vowel and one consonant and is accented on the last syllable, must have its final letter doubled before *ing*. A word like *cover*, where the accent falls on another syllable than the last, does not double the final letter. This rule applies to the use not only of *ing*, but also of every suffix beginning with a vowel.

Here is the rule, in easy form to be memorized: *When a suffix beginning with a vowel is added after the final consonant of a monosyllable, or of a polysyllable accented on the last syllable, the final consonant is doubled, if it is a single consonant and is preceded by a single vowel.* Polysyllables ending in *l* may double the *l* or not.

#### EXERCISE

Change the following words by the addition to each of as many suffixes beginning with vowels as the sense will allow. Explain in each case what is the effect upon the word of the added suffix, in spelling and in meaning.

(Model for recitation: *Control* is a polysyllable, ending in a single consonant *-l-* preceded by a single vowel *-o-*, and accented on the last syllable. In order to add the suffix *ing*, which will make the present participle of the verb, the final consonant *l* is doubled.)

forget	permit	marvel	benefit
beg	suffer	danger	summon
blot	rebel	begin	rim
stir	occur	commit	wool ( <i>oo</i> = single vowel)
seem	offer	win	equal
wrap	develop	shop	compel
plan	prefer	hop	confer
rid	acquit	broaden	strip
rob	omit	conquer	sear
regret	model	bag (add <i>age</i> )	profit

## 28. FINAL SILENT *E*

We have not yet fully discussed why it is wrong to put two *n*'s in *dining-room*. That is the room where we *dine*, with a long *i*. There is, of course, such a word as *din*, with a short *i*. How shall we indicate the difference in sound of the two present participles? When we add *ing* to *dine*, the *e* is no longer necessary to keep the *i* long, so we drop it; but we must not double the *n*, for that would immediately shorten the *i*. You don't want to overwork the good rule you have just learned by trying to apply it to words ending in a silent *e*. The rule for such words is as follows: *Final silent e is kept before a suffix beginning with a consonant* (e.g., *change<sup>ful</sup>*); *and is dropped before a suffix beginning with a vowel* (e.g., *chang<sup>ing</sup>*).

This rule is true with a few exceptions.

1. When the letter before silent *e* is a soft *c* or *g* (*c* like *s* and *g* like *j*), the *e* must be retained before *a* or *o* in the suffix (e. g., *changeable*). This is because *c* and *g* before *a* and *o* are always sounded hard, and if we want them to stay soft we must not let them get into that combination.

2. Words in which silent *e* is preceded by *i* drop *e* and change the *i* to *y*, to avoid an unpronounceable double *i*. (*tie* + *ing* = *tying*)

3. A few words end in silent *e* after a vowel, and in such cases the *e* is dropped even before a suffix beginning with a consonant. (*true* + *ly* = *truly*)

4. Silent *e* after *dg* is dropped even before a consonant in such words as *judgment* and *acknowledgment*. Other exceptional cases are *wisdom* and *wholly*.

5. When two words are very nearly alike, for instance, *sing* and *singe*; *die* and *dye*, the rule about final silent *e* cannot be kept. If *e* dropped when *ing* was added to *singe*, we could not tell which word was meant by the participle *singing*; likewise *dye* + *ing*, by the rule, would be *dying*, exactly the same as the participle of *die*. So *singe* and *dye* keep the *e* before *ing*.

6. In words ending in *oe* or *ee*, such as *hoeing*, *shoeing*, and *agreeable*, final silent *e* is kept before a vowel, because without it two vowels would come together that would form a diphthong and reduce the words to a single syllable. Another exception is *mileage*.



## EXERCISE

1. Change the following words by the addition of suffixes beginning with both vowels and consonants. Explain in each case why the final *e* is or is not dropped.

hope (cf. <i>hop</i> + <i>ing</i> )	courage
dine	shine
love (add <i>able</i> )	approve
declare	exercise
notice (add <i>able</i> )	desire
place	peace
receive	persevere
lose	due
loose	criticize
die (cf. <i>dye</i> + <i>ing</i> )	value
plane (cf. <i>plan</i> + <i>ing</i> )	outrage
write	choose
close	persuade
rescue	arrange (add <i>ing</i> and <i>ment</i> )
trouble	safe (add <i>ty</i> )
advantage	believe
charge (add <i>ing</i> and <i>able</i> )	measure
lie	definite
argue (add <i>ment</i> )	come
bite	blame (add <i>able</i> )
make	service (add <i>able</i> )
have	come
accuse	advertise
amuse (add <i>ment</i> and <i>ing</i> )	complete
arrive (add <i>al</i> )	damage
mere	extreme (add <i>ist</i> and <i>ly</i> )
scare (cf. <i>scar</i> + <i>ed</i> )	stripe (cf. <i>strip</i> + <i>ed</i> )
sense	sincere
awe	refuse



29. FINAL Y

Final *e* drops; what does final *y* do? It does not drop before a suffix, but instead, *if it is preceded by a consonant, it changes to i*. For example, *busy + ness = business*. Of course, in such a word as *joy*, where a vowel precedes *y*, no change occurs; *joy + ful = joyful*. Several exceptional cases, however, must be noticed.

1. If the suffix begins with *i* it is clear the rule must be set aside; for to follow it would produce a double *i*, which is unpronounceable. *Study + ing = not studiing, but studying*. Sometimes people follow the rule in such words so far as to drop the *y*, putting no *i* in its place. Guard against this common mistake.

2. *Y* is often retained before the suffixes *hood* and *ship*; *babyhood, ladyship*. It is also kept sometimes when *ly* is added to a one-syllable adjective; *shyly*.

3. When the syllable *ious* follows a *t*, the *t* has the sound of *sh*. Therefore, in order to secure the correct enunciation of some words that end in *ty*, the *y* is changed to *e* rather than to *i*. *Pity + ous = piteous; beauty + ous = beauteous*.

EXERCISE

To the words in the following list add suffixes, explaining in each case what changes you make and stating what part of speech each suffix makes of the word.

copy

bury (add *ing* and *al*)

carry (add *ing* and *age*)

family (add *ar*)

happy

lazy

vary

beauty (add *ful* and *ous*)

accompany (add *ment*)

friendly

hurry (add *er* and *ing*)  
 ordinary  
 rely  
 pity (add *ful* and *able*)  
 marry (add *ing* and *age*)  
 hasty  
 lovely  
 heavy

fancy (add *ful* and *ing*)  
 reply  
 ready  
 jolly  
 holy  
 lonely  
 worry  
 gay

### 30. DOUBLE L IN DERIVATIVE WORDS

Of what two parts is the word *almost* composed? What has happened to the usual spelling of the first part? That is what always happens when the word *all* is one component in a derivative word. Now look at the word *useful*. How do you suppose the last syllable was originally spelled? Think of other words that are made with that suffix: *beautiful*, full of beauty; *faithful*, full of faith. When a visitor comes to your home you say that he is *welcome*; in other words, it is *well* that he has *come*. We are safe, then, in reaching the conclusion that when a syllable ending in *ll* is used as one of the component parts of a word, one of the *l*'s drops. When the *ll* stands at the end of the main or root part of the word, you may keep both *l*'s or drop one, though the preference is given to keeping them. Thus, *fulfill* is preferred over *fulfil*, though both are correct.

#### EXERCISES

1. Use *all* in combination with the following syllables.

ways  
 ready

together  
 though

with  
 mighty  
 so

*Notice:* The expression *all right* consists of *two* words, not one, and the first of the two needs both its *l*'s.

2. Use *full* in combination with the following words.

skill	fancy (What other rule?)
cheer	respect
awe (What other rule?)	plenty
fear	health

3. Add the following parts together :

un + till	ell + bow	well + fare
-----------	-----------	-------------

### 31. DOUBLE LETTERS AT JUNCTION POINTS

There is one more possible combination in which the addition of either a prefix or a suffix may make us trouble. That is when the prefix ends in the same letter with which the root begins, or when the root ends in the same letter with which the suffix begins; for example, *un-nerve*, *mean-ness*. Our temptation, as we have seen in the lessons on prefixes, is to drop out one of the two matched letters. But as one belongs to the root and the other to the prefix or suffix, that is just what we must not do. Both *n*'s in the words above remain.

### EXERCISES

1. Use the prefix *dis* with each of the following :

section	semble	sipate	satisfy
sension	solve	similar	suade

2. Use the prefix *mis* with each of the following :

spell	sent
state	step

3. Use the suffix *ness* with each of the following :

plain	even	open	drunken
lean	stubborn	thin	sullen

4. Use the suffix *ly* with each of the following :

real	equal	awful	special
original	loyal	formal	wool
occasional	partial	accidental	final
cruel	general	dutiful	natural
legal	mutual	spiritual	

### 32. REVIEW OF RULES FOR SUFFIXES

1. Explain why the final letter of the root in each of these words is or is not doubled.

rebellious	preference	offering
forgotten	marvelous	occurrence
goddess	deference	difference
soften	excellence	druggist
sweeten	planned	conference

2. Add to the words below the suffixes indicated at the heads of the columns.

ING	ED	ABLE, IBLE	MENT
forfeit	equip	sale	acknowledge
benefit	commit	sense	state
advise	marry	love	merry
limit	delay	change	judge
panel	dispel	peace	argue
pursue	control	marriage	
prefer	worship		
proffer			
shoe		FUL	Lr
interfere		awe	due
try		beauty	whole
marry		pity	state
		hope	true
		duty	happy
		fancy	

3. Explain how the rules in Sections 27-31 are illustrated in the following words.

committed	desirable	manageable
notable	developing	exceptionally
fulfillment	vengeance	partially
supposing	grievous	entirely
toeing	reddened	argument
noticeable	criticizing	serviceable
untying	persevering	safely
shining	liveliness	friendliness
cleanliness	albeit	healthful

4. Explain how each of the words in the following list has been built by the use of prefixes and suffixes. Explain also all euphonic changes that have taken place in building the words. State the literal meaning of each word, if possible.

(Models for recitation: *Disappointment*. This word is built up around the root *punct-*, meaning *a point*. The syllable *ad* is prefixed, *d* changing to *p* before *p*, the suffix *ment* makes the verb *appoint* into a noun, the prefix *dis* puts a negative to the noun *appointment*.

*Conscientiously*. This word is built up around the root *scio*, to know. The suffix *ence* gives the noun *science*. Adding the prefix *com*, in which *m* changes to *n* before *s*, we have *conscience*. To add the suffix *ious*, we must drop final silent *e* and change *c* to *t*. To the adjective so formed, *ly* is added to make an adverb.)

institution	accompaniment	affectionate	demonstration
inspiration	accuracy	disagreeable	influential
impartially	accustomed	apparently	unconsciously
immediately	acknowledgment	considerable	inconstancy
illuminate	recommendation	desperate	continually
extravagant	resurrection	description	inconveniently

experimental	unsympathetic	definition	discourtesy
excellence	irresponsible	irresistible	involuntarily
disapproval	disappearance	indifference	independence

### 33. DANGER POINTS IN SPELLING

You have surely discovered by this time that in every word liable to misspelling there is one special danger point.

#### EXERCISE

1. In each of the words in the following list discover the danger point. Explain how you can avoid the danger.

principal	argument	cruel	attract
business	successful	compliment	dyeing
benefit	sincerely	laboratory	accept
separate	envious	there	quiet
awful	occasionally	writing	beginning
describe	library	persuade	address
surprise	eligible	appearance	courageous
approve	correspond	courteous	studying
misspell	disappoint	equally	shining

2. In each word on your "Never Again List" discover the danger point, and explain how you can avoid the danger.

3. The following list bears the name of "One Hundred Spelling Demons,"<sup>1</sup> because it consists of the words ascertained by actual count of experts to be the oftenest misspelled of all the words in the English language. Study it and answer the following questions:

a. Which of these words are on your "Never Again List?"

b. Which of these words do you think are misspelled simply because of carelessness?

<sup>1</sup> From "Concrete Investigation of the Material of English Spelling", published by the University of South Dakota.

c. In which of these words do you think a knowledge of derivation and structure would be helpful?

d. Discover the danger point in each of these words.

*One Hundred Spelling Demons of the English Language*

which	can't	guess	they
their	sure	says	half
there	loose	having	break
separate	lose	just	buy
don't	Wednesday	doctor	again
meant	country	whether	very
business	February	believe	none
many	know	knew	week
friend	could	laid	often
some	seems	tear	whole
been	Tuesday	choose	won't
since	wear	tired	cough
used	answer	grammar	piece
always	two	minute	raise
where	too	any	ache
women	ready	much	read
done	forty	beginning	said
hear	hour	blue	hoarse
here	trouble	though	shoes
write	among	coming	to-night
writing	busy	early	wrote
heard	built	instead	enough
does	color	easy	truly
once	making	through	sugar
would	dear	every	straight



## CHAPTER VII

### WORD-BUILDING AND WORD-ANALYSIS

#### 34. FAMILY GROUPS

You must have discovered long ago that most of the words which we call “derivatives” — words which are derived or made from smaller words or roots — can be grouped in families. The root is the family name, and the prefixes and suffixes make the identities of the individuals in the family, just as Mary or Charles or Kate or Henry gives you your individual tag. Thus, in the family whose common name is the syllable *fin-*, from the Latin *finis*, *end*, there are the following members: *define*, *definite*, *definition*, *definitive*, *definiteness*, *definitely*, *indefinite*, *indefinable*, *finite*, *infinite*, *infinitive*, *confine*, *confinement*, *finally*, etc. — a large family. Study the family groups below. What part of speech is each word?

<b>pend</b>	<b>monstr-</b>	<b>-scend</b>
<b>depend</b>	<b>demonstrate</b>	<b>descend</b>
<b>dependent</b>	<b>demonstrative</b>	<b>descendant</b>
<b>independent</b>	<b>demonstration</b>	<b>ascend</b>
<b>dependence</b>	<b>monster</b>	<b>ascendant</b>
<b>independence</b>	<b>monstrous</b>	<b>ascension</b>
<b>dependency</b>	<b>monstrosity</b>	<b>condescension</b>
<b>impend</b>		<b>condescendingly</b>



point	prove	tend
appoint	approve	intend
appointment	approval	intention
disappoint	disapprove	contend
disappointment	disapproval	contention
	approbation	tendency
scribe	disapprobation	extend
describe	probate	extensive
description	probably	
inscribe	problem	ceed-
inscription	probability	proceed
conscribe	improbability	procession
conscription	reprobate	procedure
subscribe	reprobation	precede
subscription	improve	concede
scripture	improvement	concession
	reprove	succeed
nomen		success
nominal	machine	successful
denominator	machinist	unsuccessful
pronominal	mechanic	succession
nominate	mechanical	successive
nomination	mechanism	process

EXERCISE

Make as large families of words as you can from the following roots :

memo-	dic-, dict-
imag-	spect-
intell-	-fer-
par-	fid-
sci-	fic-, fect-
cept-	port-

phys-  
leg-  
fin-

press-  
-clude  
-fess

### 35. SEPARATION INTO COMPONENT PARTS, OR WORD-ANALYSIS

#### EXERCISES

1. Separate the following words into their component parts, explaining all changes that have taken place in the building of them. Make your work definite and graphic by arranging the parts of each word in a table like the model below.

WORD	PREFIX MEANING	STEM MEANING	SUFFIX MEANING	LITERAL MEANING
proceed	pro — before	ceed — go	—	to go before
certify	—	cert — sure	ify — to make	to make cer- tain
reception	re — back	cept — take	tion — act of	act of taking back

announce  
comparable  
impractical  
temptation  
attentive  
dissimilarity  
unfamiliar  
progressive  
innumerable

innocent  
congregation  
inflexible  
irrepressible  
incorrigible  
intercede  
certificate  
intervention  
readjustment  
intolerable

apparent  
infinite  
audible  
subtraction  
conjunction  
transportation  
ornament  
invisible  
inactivity

2. Use these words in sentences as your teacher directs.

### 36. WORD-INTERPRETATION; MEANINGS ADDED BY PREFIXES AND SUFFIXES

#### EXERCISES

1. Find in the dictionary ten words, new to you, in whose structure you notice any of the prefixes studied. Arrange them in a table as in Section 35. Become familiar with their meanings, explain any euphonic changes you observe, and be able to tell how the prefix in each helps to make it mean what it does. For instance, in the word *accept*, which is built on the root *capere*, to take, the prefix *ad* gives the force of *to* — to *take to one's self*. That adds to the meaning of the word — you do not merely *take* a present, you *accept* it.

2. Follow the same directions with ten words showing suffixes in their structure, stating here what part of speech the suffix makes from the root.

### 37. WORD-INTERPRETATION

#### EXERCISE

Look at the words in Sections 3-6. From among them choose ten that contain roots that have become familiar to you. Explain about each what changes have occurred in the building, and how prefix and suffix have altered the meaning. Arrange your work in a table, as in Section 35.

### 38. WORD-INTERPRETATION; LITERAL MEANING AND CURRENT USE

It is interesting to see how the derivations of these built-up words are connected with the meanings that they convey in their everyday use. For instance, we all know exactly what an *advertisement* is. Now pick the words to pieces — *ad*, *to*; *verto*, *to turn*; *ise*, verb

suffix meaning *to make*; *ment*, noun suffix meaning *that which*. So an advertisement is *that which makes* someone *turn to* look at the goods you have for sale — and if it is a successful advertisement, such should be its effect.

## EXERCISE

Divide the following words into their component parts, writing out such a table as in Section 35. Try to explain the connection between literal meaning and current use. They are all words which you often meet in your study of English.

composition	exposition	conjugation
coherence	pronoun	demonstrative
conjunction	nominative	appositive
preposition	intransitive	imperative
infinitive	complement	abbreviation
subordinate	description	definition
vocabulary	dictionary	pronunciation

## 39. WORD-BUILDING ; COMBINING SEPARATED PARTS

## EXERCISE

Below are a group of prefixes, a group of roots, and a group of suffixes. Put as many of them as you can together in as many ways as you can, writing out your results. You can find the various forms of each root as used in English by consulting Table IV, pages 112-118.

PREFIXES	ROOTS	SUFFIXES
ab	amo	ance
anti	capio	cle
circum	cedo	ent
trans	credo	ism
ex	duco	ion
dis	dico	ite

PREFIXES	ROOTS	SUFFIXES
in	facio	ment
mis	finis	ness
pro	lego	or, er
pre	mando	ary, ery
per	mitto	able
sub	rego	ful
un	sto	ive
	tango	ous
	teneo	ly
	venio	fy
	verto	ate
	video	

## 40. WORD ANALYSIS

### EXERCISES

1. Look at the supplementary lists in Section 7. Select all the words that seem to you to be derivatives. Of these choose ten whose structure interests you, divide them into their component parts, and show how they have been built up from the roots. You may have to use the dictionary. Arrange your work in tabular form as in Section 35.

2. Discover the dictionary definitions of five of these words, and be ready to explain the connection between those meanings and the literal meanings.

## 41. WORD-BUILDING

### EXERCISE

In the supplementary lists in Section 10 you will find a large number of short words. Choose one of the lists there, and build longer words by the use of prefixes and suffixes. Write out your results. Explain every euphonic change you make, and be ready to give the literal meanings of the resulting words.

## 42. WORD-ANALYSIS

## EXERCISE

Analyze the following words into their component parts, arrange in tabular form as in Section 35, and give at least one other word you can build from the root of each.

accountant	experimental
assistance	manufacture
attempting	biologically
inattention	absence
unannounced	reflection
comparative	literary
inconvenience	universal
telegrapher	locality
telephonic	anniversary
separation	improvident
infallible	injudicious
affectionately	inexhaustible
observation	

## CHAPTER VIII

### WHAT WORDS SAY FOR US: FINDING THE RIGHT WORD

#### 43. EXACT WORDS TO EXPRESS IDEAS

It is of little use to know how to pronounce or to spell words unless you know how to use them. Words have only two tasks to accomplish: to help you to give your meaning to other people; and to tell you the meaning of other people. It is not always easy to find the exact word that expresses an idea. Perhaps you want one word instead of several; or you wish to use a long, dignified word instead of a short, homely one. The next exercises will be devoted to practice in finding the exact word needed to convey a special meaning.

For instance, suppose you want a single word to say that a boy's character is so bad that it is *not-able-to-be-made-better*. The word that conveys by means of prefixes and suffixes the meaning of all these short words is *in-corrig-ible*. Or suppose you want to describe a person who feels glad when you are glad and sad when you are sad—who *feels-with* you. You say that person is *sym-path-etic*.

## EXERCISE

Choose from the list of words given below, a single word that expresses the meaning of each group of words connected by hyphens.

1. The tariff is intended to give protection to home (people-who-make-things-by-hand) against foreign (process-of-striving-with).
2. The candidate is (not-fit-to-be-chosen-out).
3. Your letter is (not-able-to-be-read).
4. The (stepping-forward) party is stronger than that of the (people-who-want-to-keep-things-as-they-are).
5. A new movement in schools is that for (watched-over) study.
6. High prices are often due to difficulties in (process-of-carrying-things-across).
7. The president was elected (in-a-way-that-showed-all-were-of-one-mind).
8. The editor returned the (something-written-by-hand).
9. It is not the best form to use (shorter-ways-of-saying-things).
10. Sometimes a nation has to resort to armed (act-of-coming-between).
11. After they had destroyed the house, they set out to (build-together-again) it.
12. Your essay is full of (flowing-over-what-is-enough) words.
13. I am afraid the (thing-that-moves-of-itself) has met with an (something-that-happens-to-one).
14. This (something-that-joins-together) is a (of-an-order-below-another) one.
15. He is a (lover-of-men) and a public (one-who-does-well).
16. The prices of the two articles are (of-equal-worth) to each other.



conservatives	benevolent	enthusiastically
opportunity	competition	eligible
illegible	progressive	circumference
elegant	communication	sympathy
manufacturers	unanimously	supervised
suitable	manuscript	mediation
transportation	radius	reconstruct
diameter	abbreviations	locomotive
arbitration	intervention	subordinate
superfluous	automobile	benefactor
accident	conjunction	influence
philanthropist	equivalent	elaborate

## 44. EXACT WORDS TO EXPRESS IDEAS, *Continued.*

### EXERCISE

Replace the hyphenated groups of words by single words, built up with prefixes and suffixes upon the roots given in the list at the end.

1. Her (inclined-to-hold-back) memory recalled days of long ago.

2. The (cast-down-in-spirits) woman sought to find where work was (able-to-be-got-hold-of).

3. The (thrown-aside) applicant clung to his purpose (in-the-manner-of-holding-on-tightly).

4. In (a-condition-of-being-without-hope) the ruined business man turned to (act-of-killing-one's-self).

5. In the city playground there is always one (person-who-watches-over-things) to direct the children's (things-that-are-being-carried-on).

6. The returned (person-who-is-sent-out) had many strange things to tell about India.

7. The (sending-across) of sound follows certain laws.

8. The bell rang for (act-of-sending-away).

9. Try to (turn-away) her mind from unpleasant topics.

10. You must (look-over-again) your composition.
11. The (seizing-hold-before) of a thing is often pleasanter than the (trying-out) of it.
12. I will (turn-back) to the previous subject.
13. Sympathy for one person should not cause the (act-of-shutting-out) of others from our help.
14. The war has made women more (not-hanging-from-anyone).
15. As soon as peace was restored there was a (bringing-to-life-again) of trade.

tent-, ten-, tain-  
ject-  
miss-  
cid-

clus-  
sper-  
ag-, act-  
vert-  
per-

pend-  
vis-  
cip-  
viv-

#### 45. WORD-BUILDING FOR SENTENCE USE

##### EXERCISE

Make short sentences, correctly using the words built from the following combinations of root and prefix.

1. Combine *vert-* with: *in, con, re, a*.
2. Combine *miss-* or *mitt-* with: *dis, trans, com, per, ad*.
3. Combine *duc-* or *duct-* with: *e, re, in, con, pro, de, ab*.
4. Combine *tent-, tain-,* or *tend-* with: *re, con, in, main, enter, sub, de*.
5. Combine *press-* with: *in, de, com, sub, re, ex*.
6. Combine *clude-* with: *in, ex, con*.
7. Combine *scrib-, script-* with: *de, in, sub, pre, pro, trans, a*.
8. Combine *port-* with: *in, ex, de, sub, re, trans*.
9. Combine *vid-, vis-* with: *pro, de, in, ad*.
10. Combine *vene-, vent-* with: *in, pre, con, inter*.

## 46. LONG WORDS FOR SHORT

## EXERCISE

From the list at the end choose a longer, more dignified word to replace each of the short words in italics.

1. The girl's manner was very *lively*.
2. The *fire* spread throughout the residence section of the city, destroying many fine *buildings*.
3. Her hat and mine are *the same* in style.
4. *Choose* the one which you *like best*.
5. The president made a fine *speech*.
6. Hardly a *piece* of the *first* structure *is left*.
7. His *fatherly fondness* made him overlook the fault.
8. The *teacher tried* to make the lesson clear.
9. It is time to *go to bed*.
10. The traveler's fingers were *stiff* with cold.
11. The shape of the room was *round*.
12. The old man was a very *queer* character.
13. The *ruler* of an autocracy has absolute power.
14. The *play* was presented in a *roomy* hall.
15. *Murder* is one of the few capital crimes.
16. His *face* was pale and his figure *thin*.
17. I shall be glad of the *chance* to see you *sometimes*.
18. The *hopeless doctor gave up* the effort to find a *cure*.
19. The garrison *gave up* the fort.
20. The *growth* of the *city* government has been rapid.

countenance

opportunity

prefer

vivacious

select

original

affection

oration

conflagration

remains

instructor

rigid

eccentric

drama

fragment

edifices

identical

paternal

endeavored

circular

sovereign

retire	emaciated	homicide
spacious	desperate	occasionally
physician	remedy	abandoned
surrendered	development	municipal

## 47. CHOOSING ONE OF TWO WORDS

## EXERCISE

Choose between the words in parenthesis the word best fitted to the sentence. Explain your choice.

1. This wealthy man is (notorious, noted) for his generosity.

2. The well-known clergyman (officiated, presided) at the funeral.

3. The judge (refused, declined) to grant the prisoner's (demand, request).

4. She courteously (refused, declined) the invitation.

5. That course of action is not (practical, practicable) in this crisis.

6. A law to (abolish, prevent) the liquor traffic should be (enacted, enforced).

7. The attorney general conducted the (persecution, prosecution).

8. (Proceed, precede) with your explanation.

9. The lady of highest rank (proceeded, preceded) the others.

10. My friend's letter was a beautiful expression of (pity, sympathy).

11. The speaker's (pronunciation, enunciation) is not distinct.

12. Her gown, though plain, was (elegant, handsome) in style.

13. I had an (elegant, splendid, delightful) time at the party.

14. Father has bought me a (magnificent, handsome, gorgeous) set of furs.

15. The true knight of chivalry was a (courteous, polite) gentleman.

16. I am (thankful, grateful) to you for your kindness.

## 48. OVERWORKED WORDS

The language is full of overworked words,—words that have to perform the duties of other words as well as their own, and that do not at all convey the exact meanings of the people who use them.

### EXERCISE

In the following sentences, substitute for the overworked words (italicized) other words that will convey definite, exact meanings.

1. She is a *nice* girl.

I had a *nice* time at the picnic.

We are having *nice* weather.

It is *nice* that you are going abroad.

2. Mary has a *sweet* disposition.

Your new dress is *sweet*.

It is *sweet* of you to give me this.

3. It is a *grand* day to go to the country.

The new soprano in our choir has a *grand* voice.

How do you like her? Oh, she's just *grand*.

4. Isn't it *great* that he has won the prize?

The new teacher is simply *great*.

This is a *great* state of affairs.

5. Go and *fix* your hair.

She had to *fix* the room, for guests were coming.

*Fix* it so that you needn't go home early.

- Let me *fix* your collar for you.  
Have you *fixed* the broken chair?
6. She is too *cute* for anything.  
Mary's little sister is very *cute*.  
That man would look *cute* on horseback.
7. I had an *awful* cold.  
That is an *awfully* good book.  
You are *awfully* kind to say so.  
I was *awfully* glad to get home.
8. She *got* home very late.  
The old lady *got* off the car with difficulty.  
We *got* new books to-day.  
They *got* ready as soon as possible.
9. Will it be *all right* to leave the door unlocked?  
I am waiting for you. *All right*.  
I will make it *all right* with your mother.  
Is my composition *all right*?

#### 49. WORDS FOR EXACT DESCRIPTION

When you wish to describe something that you have seen, you have need for very definite, vivid words. There are descriptive words that suggest very definite pictures; for instance, the thunder *rumbles* or *rolls* when it is distant; when it is near by, it *crashes*.

#### EXERCISE

Find descriptive words to convey the following ideas.

1. A verb that will suggest the manner of walking of:  
A sailor.  
A tramp.  
A prim old lady on a wet day.  
A child hurrying to school.

A drunkard.

A brisk business man.

A tired workman.

A young couple on Sunday afternoon.

2. A verb that will suggest the sound of :

A fire-engine bell.

A church bell	{	at a wedding.
		at a funeral.
		on Sunday morning.

A doorbell.

3. A verb that will suggest the motion of :

A squirrel on a tree.

A robin on the lawn.

A sea gull.

A frightened pigeon.

An automobile.

A horse at full speed.

A lazy cat.

4. An adjective that will describe the odor of :

A rose.

Molasses cake baking.

Gasoline.

Ammonia.

Seaweed.

## 50. EXACT NARRATIVE WORDS

### EXERCISE

The ideas expressed in the following words need frequently to be conveyed in writing narrative. Make a list of synonyms that can be substituted for each, to avoid repetition.

come

beautiful

know

work

give

interesting

take	say	brave
house	ask	shine
good	answer	look

Are the meanings of the synonyms you have suggested exactly the same as those of the words in the list? If not, in what particular situation would you use each of them? For instance, the word *retort* conveys a different meaning from the word *reply*; you would use it when some one was replying with a good deal of annoyance. Point out all such distinctions among the words on your list.



## CHAPTER IX

### WHAT WORDS SAY TO US: INTERPRETING IDEAS

#### 51. INTERPRETATION ; SHORT WORDS FOR LONG

PRACTICE in finding words to express your own meaning will help you, of course, to understand the words used by others. Yet it is not always easy to grasp exactly the meaning of the words on a printed page. You cannot read understandingly until you are able, if necessary, to restate in your own words the exact meaning of the words of others. For example: "Her intervention, while effective, did not expose her to undue hazard," would be much easier to understand if you restated it, taking twice as many words, but simpler ones: "Her coming between the others, while it did the work it was intended to do, did not make her run any more risk than she was able to meet."

We shall begin our practice in such restatement of puzzling expressions by using words with which you are already familiar through the exercises in Sections 43-47.

#### EXERCISE

Restate in your own words the following sentences. The words italicized are those which need interpretation.

1. *Competition* is the *life of trade*.
2. Only good students are *eligible* for the team.

3. The news in a *conservative* newspaper is likely to be *reliable*.
4. He is a truly *philanthropic* citizen.
5. We decided *unanimously* to take quick action.
6. The *supervisor* reported that many things needed change.
7. To praise so great a man is *superfluous*.
8. New methods of *transportation* and *communication* have *made the world smaller*.
9. It is often more difficult to *reconstruct* than to make something new.
10. He *maintained* his argument by three *propositions*.
11. The work of the preacher was followed by a *revival* in the church.
12. Wealthy people are often very *exclusive*.

## 52. INTERPRETATION OF WORDS

You are now ready to interpret sentences containing harder words with which you are perhaps not so familiar. You will often have to use the dictionary in restating the sentences in the following lessons.

### EXERCISE

Substitute simpler words, or groups of words, for the italicized words in the following sentences.

1. *Simultaneously* with the report of the gun, the *exasperated* animal fell dead.
2. Inability to *adapt* one's self to a *crisis* often means failure in one's chosen *vocation*.
3. We must *adopt* some line of action without delay.
4. The present *occasion* demands *dispatch* and *dexterity*.
5. *Popular government* is a *development* of the last century in Europe.

6. His *physical* strength, in which he *resembled* his father, was *maintained* by *temperate* habits.

7. His letters *displayed* clear *perception* and *irresistible* power to *convince*.

8. *Versatility* is the *robber of strength*.

### 53. INTERPRETATION OF IDEAS SUGGESTED BY WORDS

#### EXERCISE

Rewrite in simple words of your own the following sentences. Italicized words need simplifying.

1. It is a great *achievement* to learn to *accept the inevitable*.

2. The *extensive* property was *depreciating* in value.

3. The *disasters* brought by the war were *incredible* in *magnitude*.

4. Such trials would be *unendurable*, did we not hope that the *principles* for which we are *contending* will triumph *permanently*.

5. The world has a *profound conviction* that *respect* for *international law* must be *enforced*.

6. The *degree* of *appreciation* *manifested* by an audience gives a speaker *instant discouragement* or *inspiration*.

7. *Enthusiastic* and *sympathetic auditors* make a man do his best; if they are cold and *unresponsive*, his power will be *diminished*.

### 54. SIMPLIFYING HARD WORDS

#### EXERCISE

Substitute simpler expressions of your own which will interpret the words italicized.

1. Many workmen, for *humanitarian* reasons, object to the manufacturing in their shops of *ammunition* for *belligerent* nations.

2. We have learned the *commercial interdependence* of nations.

3. A refusal to obey is a *fundamental* reason for discharging an army officer; and he is highly *culpable* who criticizes his *superiors*. Such a person is sure *ultimately* to be dismissed.

4. Food is wasted by modern *prodigals* in careless shipping, in *injudicious* buying, and in *improvident* cooking.

5. *Mercantile shipping* is at a point of *tremendous stimulation*.

6. Our *legislators* need to *realize* the *universal* importance of *financial readjustment*.

7. Attempts to *modify* the tariff laws have had no *perceptible* effect.

8. The war *revolutionized* the shipping *industry*.

9. It is *intolerable* to think that *international law* can be so *disregarded* in the *ardor* of national *expansion*.

## 55. INTERPRETATION OF DERIVATIVE WORDS

### EXERCISE

a. Separate into their component parts the italicized derivative words, arranging the results in tabular form as in Section 35.

b. Restate the sentences, interpreting their thought in the light of their derivation as you have worked it out.

1. "I began to *consider* with myself what *innumerable* multitudes of people lay *confused* together under the pavement of that ancient cathedral, *undistinguished* in the same *promiscuous* heap of matter. Several of the monuments were covered with *extravagant* epitaphs; others were *excessively* modest." — ADDISON, "The Spectator."

2. "I think it one of the most important duties of *social benevolence* to give warning of the approach of *calamity*,

when by timely *prevention* it may be *averted*, or by *preparatory* measures more easily *endured*."

"From the *tediousness* of the melancholy *suspension* of life, I would *preserve* those who are *exposed* to it, only by *inexperience*; who *want* not *inclination* to wisdom and virtue, though they have been *dissipated* by *negligence*, or *misled* by example. Art and nature have stores *inexhaustible* by human intellects; and every moment *produces* something new to him, who has *quickened* his *faculties* by *diligent observation*." — JOHNSON, "The Rambler."

## 56. SUPPLEMENTARY PASSAGES FOR INTERPRETATION

These are to be used at the teacher's discretion for interpretation, word-analysis, and simplification, in the manner of preceding lessons.<sup>1</sup> The words italicized are the ones recommended for study.

### I

"His letters *exhibit* a *perpetual* and unclouded *benevolence*. There is nothing but *liberality*, *gratitude*, *constancy*, and tenderness. There is no *transaction* which offers stronger temptation to *fallacy* than *epistolary intercourse*. A friendly letter is a calm and *deliberate performance* in the cool of leisure, in the stillness of *solitude*, and surely no man sits

<sup>1</sup> This material may to some extent be used, if desired, in connection with the lessons on word-analysis in Chapters IV-VII. It will be seen that many of the words are derivatives, easily divided into their component parts; but some of them are words which have not been discussed in earlier lessons. Many words, not derivatives or not easily separable, call merely for interpretation, not analysis; discussion of them will need careful study of the dictionary.

For the most practical results, however, it will be found that extracts from editorials and magazine articles on topics of current interest will be more alive for purposes of class interpretation than are these literary and classical extracts.

down to *depreciate* by *design* his own character. A letter is addressed to a single mind, of which the *prejudices* and *partialities* are known; and must therefore please, if not by favoring them, at least by *forbearing* to *oppose* them."

— JOHNSON, "The Character of Pope."

## II

"Poetry in *essence* is as *familiar* to *barbarous* as to *civilized* nations. The Laplander and the savage Indian are cheered by it as well as the *inhabitants* of London and Paris; its spirit takes up and *incorporates surrounding materials*, as a plant clothes itself with soil and climate, whilst it *exhibits* the working of a *vital principle* within, *independent* of all *accidental circumstances*. It is *essential* to poetry that it be simple, and *appeal* to the *elements* and *primary laws* of our nature; that it be *sensuous*, and by its *imagery* *elicit* truth at a flash; that it be *impassioned*, and be able to move our feelings and awaken our *affections*." — COLERIDGE.

## III

"Burns appeared under every *disadvantage*; *uninstructed*, poor, born only to hard *manual* toil; and writing in a *rustic special dialect*. Had he written in the general language of England, I doubt not he had already become *universally recognized* as *capable* to be one of our greatest men. That he should have tempted so many to *penetrate* through the rough husk of that dialect, is proof that there lay something far from common within it." — CARLYLE.

## IV

"The *culprit* was not unworthy of *that great presence*. He had ruled an *extensive* and *populous* country. He looked like a great man and not like a bad man. A *person* small and *emaciated*, yet *deriving* dignity from a *carriage* which, while it *indicated* *deference* to the Court, indicated also



*habitual self-possession and self-respect, a high and intellectual forehead, a brow pensive, a mouth of inflexible decision, a face pale and worn, but serene; such was the aspect with which Warren Hastings presented himself to his judges."*

— MACAULAY.

## V

"We have *legible countenances*, like an open book; things that cannot be said look *eloquently* through the eyes."

"There is no duty we so much *underrate* as the duty of being happy. By being happy, we sow *anonymous benefits* upon the world, which remain unknown even to ourselves, or when they are *disclosed*, surprise nobody so much as the *benefactor*." — ROBERT LOUIS STEVENSON.

## VI

"The whole period of youth is one *essentially* of *formation, edification, instruction; intaking* of stores, *establishment in vital habits*, hopes, and faiths. There is not an hour of it but is *trembling with destinies*."

"Woman must be *enduringly, incorruptibly* good; *instinctively, infallibly* wise, not for *self-development*, but for *self-renunciation*; wise, not with the narrowness of *insolent and loveless pride*, but with the *passionate gentleness* of an *infinitely variable*, because *infinitely applicable, modesty* of service." — JOHN RUSKIN.

## VII

"*Reciprocity treaties* are in *harmony* with the spirit of the times; *measures of retaliation* are not. Let us remember that our interest is in *accord*, not *conflict*; and that our real *eminence* rests in the victories of peace, not those of war."

— WILLIAM MCKINLEY.

## VIII

"Does a bird need to *theorize* about building its nest, or boast of it when built? All good work is *essentially* done

that way — without *hesitation*, without *difficulty*, without boasting; and in the doers of the best, there is an inner and *involuntary* power which *approximates literally* to the *instinct* of an animal. I am certain that in the most perfect human *artists*, *reason* does not *supersede* instinct, but is added to an instinct as much more *divine* than that of the lower animals as the human body is more beautiful than theirs; that a great singer sings not with less instinct than the nightingale, but with more — only more *various*, *applicable*, and *governable*.” — RUSKIN.

## IX

“*Human art* is dependent on an amount of *practice*, of *science*, — and of *imagination disciplined by thought*, which the true possessor of it knows to be *incommunicable*, and the true critic of it, *inexplicable*, except through long process of laborious years.”

“Art is neither to be *achieved by effort of thinking*, nor *explained by accuracy of speaking*. It is the necessary result of powers which can only be developed through the mind of *successive generations*, and which finally burst into life under *social conditions* as slow of growth as the *faculties* they regulate.” — RUSKIN.

## X

“Great works of art teach us to *abide by our spontaneous impression with good-humored inflexibility*.”

“If *malice* and *vanity* wear the coat of *philanthropy*, shall that pass?”

“What I must do, is all that *concerns* me, not what the people think. This rule, equally *arduous* in *actual* and in *intellectual* life, may serve for the whole *distinction* between greatness and meanness.” — R. W. EMERSON.



## XI

"Men imagine that they *communicate* their virtue or vice only by *overt* actions and do not see that virtue and vice *emit* a breath every moment."

"An *institution* is the *lengthened shadow* of one man. All history *resolves* itself very easily into the *biography* of a few *stout* and earnest persons." — R. W. EMERSON.

## XII

"The laws of friendship are great, *austere*, and *eternal*."

"A friend is a person with whom I may be *sincere*."

"The *end* of friendship is a *commerce* the most strict and homely that can be joined. It is fit for *serene* days, and *graceful gifts*, and country rambles, but also for rough roads and hard fare, shipwreck, poverty, and *persecution*. We are to *dignify to each other* the daily needs and *offices* of man's life, and *embellish* it by courage, wisdom, and *unity*. It should be *alert* and *inventive*, and add *rhyme* and *reason* to what was *drudgery*." — R. W. EMERSON.

## XIII

"One side of our nature finds its *satisfaction* in the *regular*, the proper, the *conventional*. But there is another side of our nature that takes delight in the strange, the free, the *spontaneous*."

"Memory is a *capricious* and *arbitrary* creature. You can never tell what *inconspicuous* flower of the field she will *preserve* as the *symbol* of *hallowed* thoughts."

"The life of man is a *demonstrated daily miracle*. It shows that the *physical laws* which we know and the *physical forces* which we can measure are *traversed* by *spiritual laws* which we do not know and *spiritual forces* which we cannot measure. It proves the *reality* and *potency* of that which is *invisible*." — HENRY VAN DYKE.

## XIV

“ *Promote*, as an *object* of *primary* importance, *institutions* for the general *diffusion* of knowledge. In *proportion* as the *structure* of a government gives force to *public opinion*, it is *essential* that public opinion should be *enlightened*.”

— GEORGE WASHINGTON.

“ All men are *endowed* by their creator with certain *inalienable* rights.” — Declaration of Independence.

## CHAPTER X

### WORDS THAT MUST BE REMEMBERED

#### 57. USEFUL MEMORY GROUPS

THERE are many words in our puzzling English language that refuse to let themselves be fitted under any rule, and which spell themselves apparently without reason. The best thing that we can do with these words is to try to group such of them as are in common use in a way that may help to fasten their tricks of spelling in our memories. The groups that follow may be useful, showing words not likely to be misspelled, side by side with others just like them which often suffer.

##### 1. Notice :

column	}	but	{	volume
solemn				
autumn				

mountain	}	all have the same last syllable, and so has	{	villain
fountain				
certain				
curtain				
captain				
bargain				

stretch	all insert a silent t: but	reach	do not.
sketch		speech	
witch		which	
stitch		niche	
snatch		attach	
patch		ostrich	
satchel		sandwich	
pitcher		duchess	
kitchen		bachelor	

once	are monosyllables where ce has the sound of s; unlike	
since		rinse
fence		sense
dunce		
ounce		

edge	insert a d to insure the soft sound of g; un- like	privilege
wedge		sacrilege
dodge		village
drudge		
ledger		

2. Learn these catch sentences:

a. The man stared *aghast* at the *ghost*. (Notice *gh* in italicized words).

b. It is so *peculiar* that I am not *familiar* with anything *similar*. (Notice *iar* in two words, *ar* in the third).

c. Are you *sure* you put *sugar* in the tea? (Notice the sound of *h* in italicized words. These two, with *sumach*, are the only words so spelled.)

d. They *succeeded* in *exceeding* the *proceeds* of last year. (All other words but these three, ending in the syllable so sounded, spell it *cede*; e.g. *precede*, *concede*, etc.).

3. Study the following groups of words, troublesome because of the presence of silent letters.

SILENT **b** FINAL. SILENT **u**. SILENT **w** BEFORE **r**. SILENT **k** BEFORE **n**.

thumb	guess	wreck	knack
numb	guest	wrench	knave
plumber	guard	wretched	knead
jamb	guarantee	wrestle	knee
climb	guilt	write	knell
comb	guise	writhe	knoll
tomb	guitar	wrist	knife
bomb	build	wrong	knight
(o like u)	liquor		knit

SILENT **g** BEFORE **n**.

gnaw	knob
gnarl	know
gnat	knock
	knuckle

## 58. OBSCURE VOWELS

Many errors arise because of what are called obscure vowels, that is, vowels which are so slightly sounded that the pronunciation gives little hint as to their identity. As far as the sound goes, *separate* might as easily have an *e* as an *a* in its second syllable. This is partly a matter of memory. Study the obscure vowels indicated in the list below. Do you notice any words in which the study of word-building would help you to use the right vowel, because you recall the component parts of the word?

separate	furniture	repetition
apparatus	sacrifice	secretary
extravagant	definite	celebrate
salary	privilege	skeleton
ornament	dissipation	
derivative	specimen	frivolous
	medicine	opportunity

59. *IE* AND *EI*

When we come to the words containing *ie* or *ei* we are dependent very largely upon our memory. Many rules have been devised to make the remembering easier, but none fits all the cases.

One of the best rules is, after *s* or *c*, *e* comes before *i*, except in *siege* and *sieve*; in other cases *i* precedes *e*, except in *leisure*. A good way to remember this is to employ as a catchword the word *slice*, noticing that *c* is followed by *e*, which after *c* comes first in the diphthong; and that *l* is followed by *i*, which after any letter except *c* comes first in the diphthong. This is true with very few exceptions.

Another good rule is the old familiar

“*I* before *e*  
 Except after *c*,  
 Or when sounded as *a*,  
 As in *neighbor* and *weigh*.”

But there are some exceptions even to that rule. Below are classified for study, first the words that follow the rule, then the few that do not.

## i BEFORE e

achieve	fierce	chief	frieze (cf. freeze)
relieve	pierce	mischief	siege
believe	field	handkerchief	priest
reprieve	shield	niece	shriek
brief	wield	piece (cf. peace)	view
grief	yield	bier (cf. beer)	fiend
thief	sieve	tier (cf. tear)	friend

## e BEFORE i SOUNDED AS a

heir (cf. air)	neighbor
their (cf. there)	heinous
eight (cf. ate)	reign (cf. rain)
freight	foreign
sleigh	reins
weigh (cf. way)	skein
deign	veil
feign	feint (cf. faint)

## e BEFORE i AFTER c

conceive  
 deceive  
 receive  
 perceive, etc.  
 ceiling (cf. sealing)

## e BEFORE i SOUNDED AS e AND NOT AFTER c

weird  
 seize  
 neither  
 counterfeit

forfeit  
 surfeit  
 leisure

## e BEFORE i SOUNDED AS i

height  
 sleight (cf. slight)

Learn: The height of the ceiling is eight feet. With weird sleight of hand he seized his chance to feign to deceive us.

## 60. E, AE, AND EE

Another class of puzzling words is that of the *e* and *ea* words; for example, *herd* and *heard*, sounded just alike and spelled differently. Again, it is hard to know when to use *ee* and when to use *ea*, for they often sound alike; and sometimes *ea* has the sound of *a*. Study the following groups, which contain the most common of these words.

## ea SOUNDED LIKE ee

bleach	creature	breathe
preach	reason	league
peach	repeat	increase
grease	beneath	dream
crease	appear	weary
scream	treat	cleave (cf. clever)
squeal	stream	lead (present tense)
speak	streak	deal
steam	easy	weave

## ee WORDS

bleed
beseech
seek
sleeve
speech
steep
weep
squeeze
creep

Some words are spelt both ways, but with different meanings.

steal	steel	real	reel
weak	week	dear	deer
meat	meet	seam	seem
read	reed	peal	peel

## ea SOUNDED LIKE ě

ready	leather (cf. tether)	treasure	instead
steady	weather	measure	pleasant
jealous	lead (cf. verb led)	spread	breakfast
zealous	bread (cf. bred)	thread	treachery
death	breast (cf. test)	threaten	endeavor
breath	dealt (cf. melt)	health	meadow
feather	meant (cf. lent)	wealth	heavy

## ea SOUNDED LIKE ě

early
pearl
dearth
earth
learn (cf. stern)
heard (cf. herd)
search (cf. perch)
rehearse
earnest

## ea SOUNDED LIKE ā

break (cf. brake)
steak (cf. stake)
pear (cf. pare)
tear (cf. tare)

## ea SOUNDED LIKE ä

heart (cf. part)
hearth



Memorize the following catch sentences, each of which puts an easy word with hard ones that are spelled like it.

1. The *heart* longs for *hearth* and home.
2. Do not *break* the limb of the *pear* tree nor *tear* your clothes in climbing.
3. She *searched* for her lost *pearls* *early* and late.
4. I *heard* him say *earnestly* that he would *learn* his part before he *rehearsed* it.
5. I *meant* *instead* of working to *endeavor* to regain my *health* in some *measure* while it was *pleasant* *weather*.
6. I *beseech* you not to *creep* into a corner and *weep*, but to *seem* brave and *meet* me next *week*.
7. He did not *dream* that he had any *real* *reason* to *treat* the man as if he would *steal*.

## 61. REVIEW

Fill the blanks in the following words with vowels or diphthongs chosen from the list.

*e, a, ea, ee, ei, ie.*

ach—vement	gr—vous	br—kwater	gr—ting
pl—sure	s—mless	br—dth	gr—tness
sover—gn	ber—vement	br—thing	h—rth gr—te
br—thless	al—n	h—vyw—ght	m—ntime
b—chnut	ap—ce	v—n	well—m—nt
misch—vous	app—ling	squ—k	re—lm
b—fst—k	wh—ther	h—rtfelt	r—lize
st—rt	rev—w	h—rden	m—sles
alr—dy	ch—ft—n	sheph—rd	

## 62. OU, AU, AND OA

Words that contain the diphthongs *ou*, *au*, and *oa* make trouble, too; for we have to be careful not to use these letter combinations when really *aw*, or *ow*, or simply *o* is called for.

Study the following groups :

## ou SOUNDED LIKE ow

drought  
county  
found  
pound  
bough  
doubt

## ou SOUNDED LIKE oo

could  
through (cf. threw)  
wound

## ou SOUNDED LIKE aw

sought  
thought  
ought  
pour  
cough  
course

## ou SOUNDED LIKE ŭ

rough  
trouble  
touch  
country  
enough

## ou SOUNDED LIKE ō

shoulder  
though  
boulder  
dough

Learn : You *ought* to go to the *country* to cure the  
*cough* with which you are *troubled*.

The surgeon *found* a *wound* in the man's  
*shoulder*, *though* he *thought* he had been  
shot *through* the arm.

Be sure to *pour* water *enough* in your *dough*.

## au SOUNDED LIKE aw

taught  
sauce  
fault  
faucet  
slaughter  
daughter

## au SOUNDED LIKE ă

taunt  
laundry  
laughter  
draught  
aunt

## oa SOUNDED LIKE ō

hoard (cf. horde)  
hoarse (cf. horse)  
approach  
road

loath  
groan  
float  
throat

## oa SOUNDED LIKE ō

roast  
coat  
shoal

board  
coarse

## 63. RULES FOR PLURALS

Incorrect formation of plurals is the cause of many misspellings. You have always known that the sign of the plural is *s*; but there are numerous cases where *s* is not enough, and these need careful study.

*a.* Words which end in an *s*-sound add *es* to form the plural. (*s, sh, ch, x, z.*)

gas	gases
speech	speeches
mesh	meshes
ax	axes

*b.* Words which end in *y* preceded by a consonant change *y* to *i* and add *es*.

ally	allies
country	countries
library	libraries

Note that this rule does not apply to words where *y* is preceded by a vowel.

alley	alleys
day	days
monkey	monkeys

*c.* Both these rules apply equally to the formation of the present third singular of verbs, to form which *s* is usually added to the first singular.

I approach	he approaches
I try	he tries

## EXERCISE

Form the plural of all nouns and the third singular present of all verbs in the following list :

chimney	valley	journey
witch	chorus	sympathy
prairie	century	country
canoe	curiosity	anxiety
story	church	prophecy
witness	annex	box
circus	melody	supply
tragedy	empty	territory
occupy	comedy	carry
abbey	cruelty	apology
fairy	attorney	turkey
trolley	family	lily

64. RULES FOR PLURALS, *continued*

There are two groups of words in each of which there are two ways of forming the plural.

*a.* Nouns ending in *o* after a consonant add *es*; nouns ending in *o* after a vowel add *s*. This does not apply to musical terms in *o*, all of which add *s*.

echo	echoes	folio	folios
cargo	cargoes	soprano	sopranos
cameo	cameos	solo	solos

*b.* Most nouns ending in *f* or *fe* form their plural regularly, but a few change *f* or *fe* into *v* and add *es*.

belief	beliefs
wife	wives

## EXERCISE

Form the plurals of the following nouns :

negro	buffalo	leaf
oratorio	studio	roof
potato	mosquito	strife
tomato	portfolio	life
mulatto	curio	wolf
volcano	sheriff	shelf
motto	waif	sheaf
aloe	dwarf	calf
loaf	thief	wharf
half	knife	proof
handkerchief	elf	cuckoo
hero	alto	torpedo

## 65. IRREGULAR PLURALS

Notice the following groups of nouns, and study the modes of forming plurals shown in them.

man	men	brother	brethren
woman	women	child	children
goose	geese	ox	oxen
foot	feet	sheep	sheep
tooth	teeth	deer	deer
mouse	mice	fish	fish

A few nouns which have come into English from other languages and keep their original spelling keep also the foreign formation of the plural. The following are among the most common of them :

crisis	crises	(datum)	data
beau	beaux	(stratum)	strata
phenomenon	phenomena	thesis	theses

vertex	vertices	tableau	tableaux
axis	axes	parenthesis	parentheses
analysis	analyses	alumna	alumnæ
synopsis	synopses	vertebra	vertebræ

## 66. PROPER NAMES

If a text-book should start in to give lists of proper names that the ordinary person should know how to spell, it would find difficulty in reaching a full stop. Of course as you study history and geography and literature, you learn to spell the words that you meet with in those subjects, for you cannot prove that you are educated along any line if you cannot use its terms correctly. But no matter what you may be studying or reading, there are certain proper names that you must spell correctly. Those are the names that have prominence in your own country, your own state, and your own locality, whether they are names of people or of places.

### EXERCISES

1. From the list of states in the Union select the ten whose names you find it hardest to spell, and be sure that you can spell them. The list should include your own state.
2. Learn to spell the names of the ten largest cities in the United States.
3. What are the important cities in your own state? Be sure that you can spell their names.
4. If you live in a city, think what are the streets whose names you have most frequent occasion to use. Can you spell them all?
5. Do you ever misspell any of the names of the days in the week or of the months in the year? Learn to spell them

correctly. Which are the names most likely to be misspelled?

6. Think of as many names as you can belonging to religious denominations. Learn to spell them.

7. Think of as many names as you can designating important races and nationalities. Learn to spell them.

## 67. CURRENT WORDS

1. There are a few proper names, hard to spell, which are so constantly in use nowadays that everyone ought to know how to spell them. Perhaps you can add suggestions of your own to the list given here.

Atlantic	Hawaii	Christian	Huguenot
Pacific	Philippines	Christmas	Puritan
Panama	Manila	Mississippi	Versailles
American	Britain	Niagara	Napoleon
European	Briton	Chautauqua	Plantagenet
Protestant	Britannica	Renaissance	Cæsar
Catholic	Teutonic	Mohammedan	Marseillaise

2. Of course, too, you want to know how to spell the terms in current use in the immediate present in which you live. For instance, on the front page of a current newspaper at the time when this book is being written are found the following words all of which are the words in people's mouths:

submarine	khaki	progressive	Roosevelt
aëroplane	shrapnel	compensation	Carranza
aviation corps	allies	constitutional	Rumania
automobile	czar	quarantine	infantile
chauffeur	kaiser	offensive	conscription
garage	motorcycle	defensive	recruit
artillery	patrolman	federation	belligerent
ammunition	ambulance	diplomatic	conservation



3. Make a similar list of the words and names of prominent people, hard to spell, that you find in the newspapers at the time you study this lesson. Learn to spell them.

4. Similarly, make a list of names of things much advertised in your immediate present, and learn to spell them. You can find them in the advertising pages of a magazine, or even in the trolley cars. For instance, at the date of the writing of this book the following words are conspicuous in advertisements :

Victrola	Thermos
Fels-Naphtha	Steinway
Resinol	Congoleum
Aluminum	Carnation
Alabastine	Crisco
Vitralite	Wooltex

#### 68. DOUBTFUL SUFFIXES

A few generalizations and groupings may help you to remember certain words ending in puzzling suffixes. Some of the suffixes cause mistakes in spelling, because two or three different ones may have the same sound and give the same meaning to a word. For instance, we have *beggar* and *tailor* and *writer*, with three different suffixes sounding just alike and each making its word mean a person who does something. Again, the suffixes in *existence* and *resistance* sound alike and have the same noun force. To determine which to use in any given word is very puzzling, because there is no rule to guide us, and we have to depend on our memory and our word-sense — a form of common sense that makes us feel whether the word looks right or not. It will be necessary, therefore, to study next

the most commonly used words that have similar suffixes.

In considering the *-or*, *-ar*, *-er* group of suffixes, we have one general truth to start with, that the majority of the nouns indicating the person or thing acting end in *-er*. These *-er* words — *maker*, *speaker*, *employer*, etc. — are for the most part the result of attaching the suffix to a simple English verb, which is a complete word, not a mere root, when the suffix is removed. Some of the *-or* words are of the same sort — *conqueror*, *survivor*, *conductor*; but most of the *-or* words are either —

1. Complete words, of which the ending is a necessary part; as, *parlor*; or

2. Words that are almost the same as original Latin words of the same meaning, in which the ending was *-or*; as, *rumor*, *senator*.

#### EXERCISES

1. The first five words in the following list may be grouped together, and thus remembered more easily, because they are all words of two syllables that indicate the doer of an act. Divide the rest of the words on the list into similar groups. By associating these words one with another you will more easily remember their endings.

sailor	mayor	error	actor
sculptor	splendor	creditor	director
tutor	rumor	clamor	dictator
doctor	inventor	senior	denominator
author	conqueror	transgressor	creator
	survivor	elector	counselor
instructor	tremor	supervisor	contributor

honor	tenor	conductor	surveyor
harbor	executor	visitor	governor
senator	elevator	junior	professor
valor	ancestor	protector	conspirator
labor	parlor	editor	spectator

2. Select from the list above all the words from which the suffix can be detached, leaving a complete word. Are they simple English words, or do they come from Latin roots? To what conclusion does this lead you about the use of the suffix *-or*?

Select all the words from which the suffix cannot be detached.

3. The adjectives with these endings are easily disposed of. A few end in *or*; these were originally Latin adjectives in the comparative degree, and keep their old form:

senior	junior	major	minor
--------	--------	-------	-------

Adjectives ending in *-er* are in the comparative degree:

better	happier	greater	smaller
--------	---------	---------	---------

All other adjectives which end in a syllable of this sound spell it *-ar*:

vulgar	popular	muscular	similar	singular	familiar
--------	---------	----------	---------	----------	----------

4. The nouns in common use ending in *-ar* are few enough to be quite easily mastered. Learn the following:

beggar	calendar
liar	sugar
burglar	altar (cf. alter)
collar (cf. color)	grammar
dollar	mortar

5. Complete the following unfinished words by adding the suffixes *-er*, *-ar*, or *-or*.

vot-	peddl-	keep-	od-
schol-	propriet-	suit-	driv-

runn-	los-	flav-	mot-
debt-	orat-	burgl-	liqu-
col-	warri-	audit-	hunt-
play-	raz-	plumb-	swimm-
success-	gramm-	don-	benefact-
preach-	lov-	garden-	council-
past-	jail-	carpent-	vap-
wait-	trait-	*endeav-	teach-
pill-	corn-	ced-	bachel-
coll-	fav-	dagg-	vict-

69. DOUBTFUL SUFFIXES (*continued*)

Another group of suffixes that often make trouble even for a good speller is the *-ence*, *-ent*, *-ance*, *-ant* group. It is impossible to find any sort of rule to guide us here; we must depend on our memory. Study the spelling of the words in the following list, all of them in frequent use.

NOUNS IN -ANCE.	ADJECTIVES IN -ANT.	NOUNS IN -ENCE.	ADJECTIVES IN -ENT.
resistance	resistant	existence	existent
assistance	assistant	dependence	dependent
annoyance		violence	violent
forbearance		patience	patient
vengeance		diligence	diligent
grievance		indolence	indolent
fragrance	fragrant	reverence	reverent
nuisance		obedience	obedient
variance	variant	intelligence	intelligent
alliance		convenience	convenient
remittance	remittant	excellence	excellent
conveyance		competence	competent
countenance		confidence	confident

NOUNS IN -ANCE.	ADJECTIVES IN -ANT.	NOUNS IN -ENCE.	ADJECTIVES IN -ENT.
appearance		preference	
acquaintance		consistency	consistent
ignorance	ignorant	efficiency	efficient
deliverance		prudence	prudent
utterance		difference	different
vigilance	vigilant	prominence	prominent
temperance		consequence	consequent
abundance	abundant	residence	resident
attendance	attendant	eminence	eminent
arrogance	arrogant	impertinence	impertinent
elegance	elegant	correspondence	correspondent
consonance	consonant	despondence	despondent
importance	important	presence	present
	pleasant	sufficiency	sufficient
reluctance	reluctant		descendent
repentance	repentant	coherence	coherent
	triumphant	audience	
	gallant	absence	absent
		occurrence	
NOUNS IN -ANT		NOUNS IN -ENT	
dependant		dependent	
consonant		superintendent	
defendant		correspondent	
descendant		resident	
		present	

70. DOUBTFUL SUFFIXES, *continued*

The distinction between the suffixes *-able* and *-ible* is something like that between *-or* and *-er*. A simple English root may have *-able* added to it. Both suffixes are attached to Latin roots, or have come over into English as parts of original Latin words. But *-ible*

may never be added to an English root. Thus we have *eat* + *able*, an English root; *audible* and *portable*, Latin roots, as well as *possible* from the Latin *possibilis*; but never such a combination as (wrong) *unspeakable*. The common words that end in *ible* are comparatively few, so the easiest thing to do is to study them, and remember that our other common words will be likely to add the other ending.

accessible	horrible	portable
audible	indelible	amiable
corruptible	legible	unspeakable
credible	possible	valuable
destructible	resistible	usable
divisible	responsible	sizeable
edible	sensible	readable
eligible	tangible	unthinkable
expressible	terrible	unbelievable
flexible	visible	breakable
forcible		comfortable
		capable
		adaptable
		indispensable

## 71. DOUBTFUL SUFFIXES (*continued*)

1. Sometimes mistakes arise in using verb endings *-ise* and *-ize*. A safe rule to follow is to use *-ize* when the part of the word before the suffix is a complete word; when it is not a complete word that can stand alone, use *-ise*, except in *recognize*, *analyze*, and *paralyze*.

Among the common words that must be spelled with *-ise*, notice the following:

advertise	enterprise	merchandise
	exercise	surprise

2. Care must be taken in using the adjective endings *-eous* and *-ious* not to omit the *i* or *e* before *-ous*. This vowel serves various uses, and it is not very hard to learn when to use *i* and when *e*.

If the last consonant in the main part of the word is soft *g* or *c*, *e* or *i* is necessary to preserve the soft sound. If the original word ended in *-ge* as in *courage*, the letter used is *e*, — *courageous*. If the word ended in *ce* or *cy*, *i* is probably used.

courageous	} but {	fallacious
gorgeous		gracious
outrageous		spacious
advantageous		religious (from Latin <i>religio</i> , whose <i>i</i> it retains)

If the suffix is to follow a *t*, the first vowel must be *e* unless it is correct to give the *t* a sound of *sh*, as in *ambitious*. *Beauteous*, where the *t* is clearly pronounced, has the vowel *e*.

courteous	} but {	ambitious
righteous		conscientious
beauteous		superstitious
piteous		

Memorize the spelling of the following groups, where *e* and *i* of the suffix have the importance of a whole syllable in their pronunciation.

gaseous	ceremonious
hideous	copious
spontaneous	dubious

3. The word *prophecy* sets the rule for most nouns ending in a syllable of similar sound; but a few nouns are exceptions, ending in *-sy* rather than *-cy*. Study the following, noting that though they are spelled like the verb *prophecy*, they are pronounced like the noun *prophecy*.

heresy	ecstasy
courtesy	hypocrisy



## 72. REVIEW

As a review of the use of these troublesome suffixes, complete the following words by adding to each, one of the suffixes indicated at the head of its column.

OR, AR, ER, EUR, YR	IOUS, EOUS	ENCE, ANCE	ABLE, IBLE
begin	vice	interfere	sale
conquer	rebel	differ	corrupt
invent	gas	accept	sense
desert	ceremony	cohere	laugh
propel	gorg-	confide	marriage
travel	hid-	acquaint	imagine
anch-	right	exist	digest
alt-	court	indulgence	access
amat-	relig-	vary	accept
ancest-	outrage	reside	aud-
aviat-	malice	resist	cred-
bachel-			measure
calend-			irrit-
cat — pill-			notice
benefact-			irresist-
debt-			response
ced-			elig-
cell-			leg-
col-			force
coll-			
corrid-			
equat-			
vineg-			
sulph-			
oyst-			
od-			
li-			
trait-			



# APPENDIX

## TABLE I

### COMMON PREFIXES <sup>1</sup>

PREFIX	SOURCE	USUAL MEANING	EXAMPLE	ROOT IN EXAMPLE <sup>2</sup>
<i>a</i> or <i>an</i>	Greek	without, not	atheist apathy	<i>theos</i> , god <i>patho</i> , to feel
<i>a</i>	English	at, in, on	ashore	
<i>ab</i> ( <i>abs</i> )	Latin	from	abnormal	<i>norma</i> , rule
<i>ad</i> ( <i>a</i> , <i>ac</i> , <i>af</i> , <i>ag</i> , <i>al</i> , <i>an</i> , <i>ap</i> , <i>ar</i> , <i>as</i> , <i>at</i> )	Latin	to	affix	<i>figo</i> , to fasten
<i>ambi</i> or <i>amphi</i>	Greek	around,  both	amphitheater  ambidextrous	<i>theatron</i> , a theater <i>dextra</i> , right hand
<i>ana</i>	Greek	up, through	analysis	<i>luo</i> , to break
<i>ante</i>	Latin	before	antedate	
<i>anti</i>	Greek	against	antipathy	<i>patho</i> , to feel
<i>apo</i>	Greek	from	apology	<i>logos</i> , a word

<sup>1</sup> These do not claim to be complete lists of prefixes and suffixes, but only of those most commonly used.

<sup>2</sup> These roots are given only when the original meaning of the main body of the word is not obvious.

COMMON PREFIXES — *Continued*

PREFIX	SOURCE	USUAL MEANING	EXAMPLE	ROOT IN EXAMPLE
<i>be</i>	English	by, to make	beside benumb	
<i>cata</i>	Greek	down	catastrophe	<i>strophe</i> , a turn- ing
<i>circum</i>	Latin	around	circum- navigate	<i>navigo</i> , to sail
<i>con</i> (co, col, com)	Latin	with, to- gether	compare	<i>paro</i> , to make ready
<i>de</i>	Latin	from, down	depose	<i>pono</i> , to put
<i>dia</i>	Greek	through	diameter	<i>metros</i> , a measure
<i>dis</i> (di, dif)	Latin	apart, from, not	dissever dislike	
<i>ex</i> (e, ec, ef)	Latin	out of, from	educate	<i>duco</i> , to lead
<i>for</i>	English	not, from, against	forbid	
<i>fore</i>	English	before	foresee	
<i>hypo</i>	Greek	under	hypodermic	<i>dermos</i> , skin
<i>in</i> (il, im, ir)	Latin	in, on, into, not	import illegal	<i>porto</i> , to carry
<i>inter</i>	Latin	between among	intersect	<i>sector</i> , to cut
<i>mis</i>	English	wrongly	mishap	
<i>non</i>	Latin	not	non- existent	

COMMON PREFIXES — *Continued*

PREFIX	SOURCE	USUAL MEANING	EXAMPLE	ROOT IN EXAMPLE
<i>ob</i> (oc, of, op)	Latin	against, in front of	offer	<i>fero</i> , to bring
<i>out</i>	English	beyond	outweigh	
<i>over</i>	English	above	overrule	
<i>para</i>	Greek	beside contrary to	parallel paradox	<i>allos</i> , another <i>dokein</i> , to think
<i>per</i>	Latin	through	perennial	<i>annus</i> , a year
<i>post</i>	Latin	after	postpone	<i>pono</i> , to place
<i>pre</i>	Latin	before	predict	<i>dico</i> , to say
<i>pro</i>	Latin	for, forth	pronoun produce	
<i>re</i>	Latin	back, again	reconsider	
<i>se</i>	Latin	apart	select	<i>lego</i> , to gather
<i>sub</i> (suc, suf, sug, sum, sup)	Latin	under	subway	
<i>super</i>	Latin	above	supersede	<i>sedeo</i> , to sit
<i>syn</i> (sy, syl, sym)	Greek	with, together	synthesis	<i>thesis</i> , an arranging
<i>trans</i>	Latin	across	transplant	
<i>un</i>	English	not	unskilled	
<i>under</i>	English	beneath	underrate	
<i>with</i>	English	from, against	withdraw withstand	

TABLE II  
LESS COMMON PREFIXES

PREFIX	SOURCE	USUAL MEANING	EXAMPLE	ROOT IN EXAMPLE
<i>bene</i>	Latin	well	benefactor	<i>facio</i> , to do
<i>bi</i> (bis)	Latin	two, twice	bicycle	<i>cyclos</i> , a wheel
<i>contra</i> (counter)	Latin	against	contradict	<i>dico</i> , to say
<i>extra</i>	Latin	beyond	extraordinary	
<i>hemi</i>	Greek	half	hemisphere	
<i>hyper</i>	Greek	too	hypercritical	
<i>intro</i>	Latin	within	introspec- tion	<i>specto</i> , to look
<i>mono</i>	Greek	one	monosyl- lable	
<i>poly</i>	Greek	many	polygon	
<i>retro</i>	Latin	back- ward	retrospect	
<i>semi</i>	Latin	half	semiannual	<i>annus</i> , a year
<i>ultra</i>	Latin	beyond, ex- tremely	ultrafashion- able	
<i>vice</i>	Latin	instead of	vice- president	

## TABLE III

## COMMON SUFFIXES

It is hardly possible to give to each suffix one particular meaning, for their meanings are variable. It is best to classify the suffixes according to the parts of speech in which they appear, as noun, adjective, adverb, and verb endings.

I. The noun suffixes usually have one of the following meanings: state of, condition of, one who or that which, that which pertains to, act of, that which relates to, place where, office of, art of.

NOUN SUFFIX	EXAMPLE OF USE
-acy	accuracy = ad + curo + <i>acy</i> , <i>state of</i> caring for something.
-ance	repentance = repent + <i>ance</i> , <i>state of</i> repenting.
-ancy	hesitancy = hesito + <i>ancy</i> , <i>state of</i> waiting.
-an	librarian = library + <i>an</i> , <i>one who belongs to a</i> library.
-ant	dependant = depend + <i>ant</i> , <i>one who</i> depends.
-cle	particle = part + <i>cle</i> , <i>a small</i> part.
-cule	animalcule = animal + <i>cule</i> , <i>a small</i> animal.
-dom	kingdom = king + <i>dom</i> , <i>domain of</i> a king.
-ee	employee = employ + <i>ee</i> , <i>one who is</i> employed.
-eer ( <i>ier</i> )	engineer = engine + <i>eer</i> , <i>one who runs</i> an engine.
-ence	eloquence = ex + loquor + <i>ence</i> , <i>state of</i> talking out.
-ency	presidency = preside + <i>ency</i> , <i>condition of</i> presiding.
-ess	lioness = lion + <i>ess</i> , <i>feminine of</i> lion.



NOUN SUFFIX	EXAMPLE OF USE
-hood	childhood = child + <i>hood</i> , <i>state of being</i> a child.
-ism	heroism = hero + <i>ism</i> , <i>state of being</i> a hero.
-ist	novelist = novel + <i>ist</i> , <i>one who writes</i> novels.
-ion	conclusion = conclude + <i>ion</i> , <i>act of concluding</i> .
-ite	favorite = favor + <i>ite</i> , <i>one who is favored</i> .
-ity	activity = active + <i>ity</i> , <i>state of being</i> active.
-ment	resentment = resent + <i>ment</i> , <i>condition of re-senting</i> .
-mony	acrimony = acris + <i>mony</i> , <i>state of being</i> sharp.
-ness	loveliness = lovely + <i>ness</i> , <i>state of being</i> lovely.
-or ( <i>er, ar</i> )	governor = govern + <i>or</i> , <i>one who governs</i> . laborer = labor + <i>er</i> , <i>one who labors</i> beggar = beg + <i>ar</i> , <i>one who begs</i> .
-ry ( <i>ary, ery, ory</i> )	library = liber + <i>ry</i> , <i>place for</i> books. cooking = cook + <i>ery</i> , <i>art of cooking</i> . dispensary = dispense + <i>ary</i> , <i>place where</i> something is dispensed. crematory = cremate + <i>ory</i> , <i>place where</i> something is burned.
-ship	stewardship = steward + <i>ship</i> , <i>office of a</i> steward.
-tude	quietude = quiet + <i>tude</i> , <i>state of being</i> quiet.
-ure	pleasure = please + <i>ure</i> , <i>that which</i> pleases.

II. The adjective suffixes usually have such meanings as these : able to, full of, pertaining to, causing, belonging to, made of, tending to.

ADJECTIVE SUFFIX	EXAMPLE OF USE
-able ( <i>ible, ble</i> )	amiable = ami + <i>able</i> , <i>able to be</i> loved. forcible = force + <i>ible</i> , <i>able to</i> force.
-al	legal = lex + <i>al</i> , <i>pertaining to</i> law.

ADJECTIVE SUFFIX	EXAMPLE OF USE
-ant ( <i>ent</i> )	dependent = depend + <i>ent</i> , <i>tending to</i> depend. expectant = expect + <i>ant</i> , <i>in a state of</i> expecting.
-ary	literary = litera + <i>ary</i> , <i>pertaining to</i> letters.
-en	wooden = wood + <i>en</i> , <i>made of</i> wood.
-er	larger = large + <i>er</i> , comparative degree of large.
-est	largest = large + <i>est</i> , superlative degree of large.
-ful	graceful = grace + <i>ful</i> , <i>full of</i> grace.
-ish	yellow = yellow + <i>ish</i> , <i>somewhat</i> yellow.
-ing	going = go + <i>ing</i> , present participle of go.
-ive	imaginative = imagina + <i>ive</i> , <i>having power to</i> imagine.
-ple	triple = tri + <i>ple</i> , <i>threefold</i> .
-ous ( <i>ious</i> , <i>eous</i> )	courageous = courage + <i>ous</i> , <i>full of</i> courage. gracious = grace + <i>ious</i> , <i>full of</i> grace.
-some	lonesome = lone + <i>some</i> , <i>full of</i> loneliness.

## III.

ADVERB SUFFIXES	MEANING	EXAMPLE
-ly	like	directly
-ward	direction of	backward

## IV.

VERB SUFFIXES	MEANING	EXAMPLE
-en	to make	gladden, to make glad.
-fy	to make	liquefy, to make liquid.
-ate	to make	liberate, to make free.
-ise	to make	realize, to make real.

## TABLE IV

## LATIN AND GREEK WORDS

## MOST OFTEN APPEARING AS A BASIS OF ENGLISH WORDS

abilis.....able	caedere .....to cut (cid-)
ab-olere .....to do away with	capere .....to take (capt-, cept-, cip-, cup-)
abundare.....to overflow	causa.....cause (eus-)
agere.....to work, to do (act-)	cedere .....to move, to go (ceed-, cess-)
agger.....heap	(ex) cellere ...to rise
alienus.....other	centum.....a hundred
ambire.....to go around (ambit-)	cernere.....to separate (cret-, creet-)
amare.....to love	chronos.....time
anima.....mind, soul	cidere.....to kill
annus.....year (enn-)	clamare .,....to cry out (claim-)
anthropos.....man	clarare .....to make clear
archos.....ruler	claudere.....to shut (claus-, clud-)
ars.....art	cognare.....to know
aster.....star	complere .....to fill (plet-)
auctor.....one who pro- duces	conciliare.....to unite
audire .....to hear	con-suere.....to be accus- tomed
autos.....self	copia.....enough
auxilium.....help	cor.....heart (cord-, cour-)
battuere.....beat	
bene.....well	
binus.....double	
brevis.....short	
cadere .....to fall (cas-)	

credere . . . . .to believe (creed-)	facilis . . . . .easy
creare . . . . .to create	facere . . . . .to make, to do (fact-, fect-, fic-, fit-)
crescere . . . . .to grow (creas-)	fallere . . . . .to deceive
curare . . . . .to take care	familia . . . . .family
currere . . . . .to run (curs-)	fascinare . . . . .to charm
	femina . . . . .woman
	fendere . . . . .keep off
	ferre . . . . .to bear
	fidere . . . . .to trust, to be faithful
	figere . . . . .to join (fix-)
	finis . . . . .end (finit-)
	flectare . . . . .to bend (flex-)
	fligo . . . . .to strike (flict-)
	fluere . . . . .to flow (flux-)
	forare . . . . .to bore a hole
	fors . . . . .strength (fort-)
	fortuna . . . . .fortune
	frangere . . . . .to break (fract-)
	fundere . . . . .to pour (fus-)
	gerere . . . . .to bear, to (gess-, gest-) carry
damnare . . . . .to condemn (demn-)	
delebilis . . . . .capable of de- struction	
dicere . . . . .to say (dict-)	
diluvium . . . . .flood	
dirigere . . . . .to steer (direct-)	
dare . . . . .to give	
docere . . . . .to teach	
dolere . . . . .to feel pain	
domum . . . . .home (dat-)	
donare . . . . .to give	
dubius . . . . .doubtful	
ducere . . . . .to lead (duct-, duce-)	
edere . . . . .to eat	
edere . . . . .to give out, publish	
errare . . . . .to wander	
exercere . . . . .to drive	

gradi. . . . . to walk, to go (gress-)	klimax. . . . . a ladder
gramma. . . . . a letter	krinein. . . . . to judge (krit-)
graphein. . . . . to write (gram-)	kyklos. . . . . a wheel, circle
gratia. . . . . thanks, favor, (grac-)                      pleasure	labi. . . . . to fall (laps-)
grex. . . . . flock (greg-)	labor. . . . . work
habere. . . . . to have (hav-, hib-)	latus. . . . . carried
haerere. . . . . to stick (her-)	legere. . . . . to choose, to (lect-, lig-)              read
hairein. . . . . to choose (here-)	levare. . . . . to raise
haurire. . . . . to draw (haust-)	lex. . . . . law
honor. . . . . honor	liber. . . . . book
horrere. . . . . to dread	liberus. . . . . free
hygeia. . . . . health	limen. . . . . threshold
hypocrites. . . . . an actor	lingua. . . . . tongue (langu-)
ignorare. . . . . not to know	lira. . . . . track
imago. . . . . picture	litera. . . . . a letter
insula. . . . . island	locus. . . . . a place
imperare. . . . . to command	logos. . . . . a word
ire (it-) . . . . . to go	loqui. . . . . to talk (locut-)
jacere. . . . . to throw (jact-, ject-)	luctari. . . . . to struggle
judicare. . . . . to judge	ludere. . . . . to play (lus-)
jugum. . . . . a yoke, bond	lumen. . . . . a light
jungere. . . . . to join (junct-)	lustrare. . . . . to make bright
	magnus. . . . . large, great
	malus. . . . . bad

mandare . . . . .to command (mend-)	natio . . . . .nation
manere . . . . .to remain	nectere . . . . .to bind
manus . . . . .hand	nocere . . . . .to harm (nox-)
mare . . . . .sea	nomen . . . . .name
maturus . . . . .mature	nomos . . . . .law
medicus . . . . .pertaining to healing	norma . . . . .rule
medius . . . . .middle	notus . . . . .known
mens . . . . .mind (ment-)	nunciare . . . . .announce (nounc-)
mergere . . . . .to plunge	obedire . . . . .to obey
merx . . . . .merchandise	oculus . . . . .eye
memorare . . . . .to bring to mind	opinari . . . . .to think
metron . . . . .measure	ordinare . . . . .to set in order
migrare . . . . .to wander	ordo . . . . .order
mirari . . . . .to wonder	origo . . . . .rise, source
mittere . . . . .to send (mis-)	oro . . . . .speak
modus . . . . .measure, manner	ordinis . . . . .rank, order
monere . . . . .to advise, to warn	ornare . . . . .to adorn
monstrare . . . . .to show	paenitere . . . . .to repent (pen-)
mors . . . . .death (mort-)	panis . . . . .bread
mos . . . . .conduct (mor-)	parere . . . . .to come forth, (pear-)                   to be visible
movere . . . . .to move (mot-, mob-)	parare . . . . .to make ready
munia . . . . .duties	pars . . . . .part
munire . . . . .to build	pastor . . . . .shepherd
mysterion . . . . .mystery	pater . . . . .father
	pati . . . . .to suffer (pass-)
	pathein . . . . .to feel
	patria . . . . .country



serere . . . . . to claim (sert-)	surgere . . . . . to rise
servare . . . . . to serve	suus . . . . . his own
severus . . . . . strict	tangere . . . . . to touch (tact-)
signare . . . . . to sign	tegere . . . . . to cover
similis . . . . . like	telos . . . . . far
sincerus . . . . . pure	temperare . . . . to calm, to modify
singulus . . . . . single	temptare . . . . . to try
sipare . . . . . to throw	tempus . . . . . time
sistere . . . . . to cause to stand	tendere . . . . . to stretch
solus . . . . . alone	tenere . . . . . to hold (tent-, tin-, tain-)
solvere . . . . . to loose (solu-)	terrere . . . . . to fear
sonare . . . . . to make a noise	theos . . . . . god
sophos . . . . . wise	tingere . . . . . to dye (tinct-)
spargere . . . . . scatter (spers-)	trahere . . . . . to draw (tract-)
species . . . . . a kind, a show	tremere . . . . . to tremble
spectare . . . . . to look	tribuere . . . . . to grant
sperare . . . . . to hope	tueri . . . . . to watch (tut-)
spicere . . . . . to look (spis-)	turbo . . . . . disorder
spirare . . . . . to breathe	urbs . . . . . city
splendere . . . . to shine	uti . . . . . to use (usus)
spondere . . . . . to promise (spons-)	vagari . . . . . to wander
stare . . . . . to stand (stance-, stat-, stit-)	valere . . . . . to be strong, to be worth
struere . . . . . to build, to (struct-) set in order	vallum . . . . . wall
suadere . . . . . to persuade	



vanus . . . . . empty  
varius . . . . . varied  
venire . . . . . to come  
    (vent-)  
vereri . . . . . to fear  
vertare . . . . . to turn  
    (vers-)  
verus . . . . . true  
videre . . . . . to see  
    (vis-)

vigilare . . . . . to watch  
vincere . . . . . to conquer  
    (vict-)  
vivere . . . . . to live  
    (vit-)  
visitare . . . . . to go to see  
vocare . . . . . to call, say  
velle (volo) . . . to wish  
vulgus . . . . . the common  
                    people

## COMMON WORDS OFTEN MISSPELLED

You can readily realize how useless it would be to study long lists of words just for the sake of knowing how to spell them. It is the words that we use more or less frequently that we want to know how to spell, especially the words that we are likely to use in friendly or business correspondence, and in our classes at school or college. The lists of words which follow include those in current everyday use, that are likely to be misspelled, arranged in groups according to the places where they are used.

### HOUSEHOLD WORDS

#### Housekeeping :

cocoa	turnip	dessert	faucet
raisin	salad	biscuit	furnace
cinnamon	vegetable	molasses	kerosene
gelatine	lemon	mustard	plumber
caramel	peach	mackerel	saucer
poached	pear	sandwich	sieve
poultry	currant	vinegar	measure
knuckle	rhubarb	sulphur	knife
grease	banana	cereal	knead
roast	melon	sausage	butcher
turkeys	cantaloupe	sirloin	groceries
asparagus	raspberry	steak	ironing
lettuce	almond	croquette	recipe
tomato	flour	vanilla	porcelain
spinach	sugar	herbs	cinder

potatoes	bread	oyster	enamel
cabbage	coffee	macaroni	culinary
pumpkin	chocolate	asbestos	utensil
cucumber	yolk	refrigerator	kernel
celery	omelet	spigot	meringue

## Furnishings :

bureau	doily	carpenter	ceiling
chiffonier	pillow	electricity	frieze
chandelier	cretonne	telephone	hearth
mirror	curtain	scissors	porch
settee	mattress	threshold	veranda
automatic	portrait	knob	mantelpiece
vacuum	crystal	mahogany	lattice
fragile	unbleached	furniture	library
	cellar	paneling	

## Clothing :

plaited	tailor	crochet	diamond
skein	veil	sleeve	jewelry
mackintosh	handkerchief	material	trousers
baste	feather	milliner	satin
pattern	ostrich	woolen	tissue
kimono	knot	trousseau	hosiery
khaki	coat	cambric	organdie
flannel	collar	calico	gingham
zephyr	cloth	corduroy	nainsook
worsted	clothes	plaid	blouse
button	waist	cashmere	taffeta

## The sick room :

abscess	larynx	glycerine	poultice
catarrh	appendix	liniment	bandage
cholera	tuberculosis	antitoxine	lemonade

diarrhea	cataract	ammonia	tongue
digestion	ague	chloroform	muscle
epidemic	hoarse	alcohol	stomach
grippe	bronchitis	ether	knee
hemorrhage	asthma	quinine	odor
measles	ptomaine	vaseline	perspiration
neuralgia	nausea	camphor	vaccinate
pneumonia	cough	medicine	quarantine
quinsy	breathe	homeopathic	remedy
disease	bruise	physician	convalescent
artery	typhoid	surgeon	contagious
ligament	rheumatism	doctor	sanitary
diphtheria	paralysis	invalid	hospital
cancer	ache	reservoir	ambulance
palate	nervous	syringe	thermometer

## Flowers :

dahlia	nasturtium	hydrangea
fuchsia	dandelion	geranium
narcissus	daffodil	gladiolus
chrysanthemum	rhododendron	phlox

## Family life in general :

apartment	umbrella	almanac	anxiety
tenement	parasol	calendar	nuisance
tenant	baggage	liquor	wholesome
oculist	valise	wealth	necessary
spectacles	carriage	expense	anniversary
dentist	mucilage	afford	animal
matron	tobacco	economical	delicate
relative	cologne	wasteful	cemetery
daughter	breakfast	borrow	minute
niece	hungry	balance	complexion
guest	appetite	trouble	mosquitoes

quarrel	angry	grief	caterpillar
thief	busy	mischief	icicle
burglar	heavy	fatigue	funeral

## SOCIAL WORDS

## Church :

ceremony	contribution	prodigal	temperance
priest	missionary	idol	psalm
altar	chapel	revival	congregation
testament	providence	heresy	catechism
baptize	heathen	synagogue	repentance
religious	audience	cathedral	aisle

## Amusements :

croquet	chauffeur	baseball	waltz
whistle	garage	banquet	kodak
umpire	yacht	luncheon	pennant
captain	parade	phonograph	picnicking
sleigh	pianist	orchestra	hammock
rehearse	invitation	playwright	euchre
pleasure	aëroplane	pageant	motor
canoe	theater	tournament	billiards
automobile	circus	golf	bicycle

## Charities, clubs, public affairs :

dependent	candidate	bazaar	prohibition
environment	league	committee	asylum
organization	association	citizen	pamphlet
foreign	assistance	campaign	secretary
	delegate	suffrage	

## Often used in letters :

affectionately	cordially	request
sincerely	accept	apologize

## Miscellaneous :

accompany	magazine	millionaire
embarrassment	friend	restaurant
chaperon	passenger	chivalry
character	photographer	engagement
fashionable	amateur	celebration
conductor	bachelor	taxicab
souvenir	colonel	fiancé
neighbor	etiquette	fiancée

## BUSINESS WORDS

salary	criminal	enterprise	statistics
bargain	municipal	success	certificate
balance	interest	cashier	competent
debt	deficit	preferred	mortgage
principal	controller	embezzle	creditor
receipt	counterfeit	financier	usury
forfeit	bankrupt	guarantee	legacy
heir	remittance	invoice	assets
credit	ledger	liability	collateral
truly	regular	millionaire	debtor
sincerely	oblige	calendar	capital
respectfully	convenient	secretary	position
request	assure	catalogue	situation
referring	recommend	stenographer	application
address	telegraph	typewriter	employee
information	telephone	president	accountant
register	elevator	customer	journal
particular	janitor	operator	diary
weight	commercial	schedule	proprietor
capacity	competition	compromise	notary
freight	experience	efficient	clerical

factory	article	franchise	parcel
manufacture	brief	judicial	arbitration
machinery	schedule	license	credentials
mercantile	responsible	legislature	warrant

## SCHOOLROOM WORDS

## English :

volume	specific	auxiliary	synonym
comedy	subordinate	dictionary	interrogative
tragedy	syllable	encyclopedia	humorous
imagination	alphabet	rhetoric	predicate
imperative	character	typical	demonstrative
legend	biography	misspell	possessive
literary	poetry	simile	appositive
monosyllable	coherence	metaphor	intransitive
polysyllable	grammar	elegy	declension
paragraph	illustrate	dialogue	irregular
phrase	description	neuter	infinitive
rhyme	exaggerate	nominative	punctuation
rhythm	abbreviate	diphthong	pronunciation
sentence	vocabulary	emphasis	exposition
idiom	apostrophe	syntax	narration
soliloquy	anecdote	participle	iambic

## Mathematics :

numerator	algebraic	semicircle	ninety
denominator	equation	vertical	twelfth
addition	solution	horizontal	eighth
subtraction	circumference	perpendicular	geometry
multiplication	diameter	parallel	principle
division	diagonal	isosceles	cylinder
proportion	polygon	pyramid	arithmetic
decimal	hexagon	forty	factoring

## Geography :

arctic	frigid	crater	continent
antarctic	glacier	island	cyclone
longitude	equator	climate	blizzard
latitude	meridian	mirage	avalanche
strait	anthracite	atmosphere	peninsula
plateau	canyon	temperature	granite
isthmus	ravine	tropical	prairie
foreign	planet	hemisphere	equator

## History :

parliament	municipal	martyr	civilization
pageant	independence	architecture	dynasty
representative	ancient	tariff	citizenship

## Science :

oxygen	zoölogy	specimen	disinfect
eclipse	physiology	mercury	microscope
laboratory	hygiene	gasoline	prism
acid	chemistry	naphtha	buoyant
biology	physics	turpentine	capsule
geology	thermometer	ammonia	circuit

## General :

chalk	gymnastics	ignorance	diligence
lead-pencil	apparatus	develop	commencement
eraser	assignment	vacation	discipline
review	exercise	university	superintendent
recess	analysis	college	examination
principal	summary	seminary	technical
professor	systematic	scholarship	saucy
sophomore	answer	distribute	guess
manual	average	lecture	learn
athletics	clever	absence	exemption





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